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# LYCOMING

APRIL 1966 / ALUMNI BULLETIN



*the dragon tale*

# the dragon tale





*A scene from the March '66 Lycoming College production of *Black Diamond*, an original show with music by faculty member Dr. Glen E. Morgan and book by Brad Smoker.*

Nineteen years ago the four-year college on this campus was born and named Lycoming. The same year, coincidentally to be sure, the creature on the cover of this magazine emerged on the north wall of a cellar room in Bradley Hall. Over the two decades Lycoming has grown and progressed; shortly ground will be broken for a new academic center which will be concrete evidence of its growth. In the campus renovation Bradley Hall will be razed and the glorious green serpent spouting orange flames will crumble in a dusty pile of mortar. Time, then, for us to give a final recognition to our dragon, which has in its lifetime symbolized theatre on the campus, and to show how our live theatre has steadily advanced, promising to flourish long after the dragon's demise.

# history

THE exact origin of the dragon remains somewhat obscure, but those who can recall that era at Lycoming say it was painted by a group of students in the 1947-48 Frill and Frown dramatic club. It was inspired, so we hear, by the acquisition (and this is still a mystery) of some hand-carved Chinese furniture which was used to decorate the drama clubroom-lounge just down the hall from the Dragon Room. Consisting of a love-seat and two arm-chairs, this oriental suite subsequently appeared in various campus spots and uses—as stage property, as a May Day throne, as scavenged seating for the Lambda Chi Alpha fraternity house, as junk in the theatre shop and most recently as stage property once more. Last year technical director Mike Welch unearthed six pieces of one of the chairs, wired it together, had it painted, and used it as the queen's throne in the 1965 production of *Under the Sycamore Tree*.

Our dragon fared better. Each year the maintenance crew has touched up the paint so that today its green-black scales and flaming nostrils are still a striking sight. So striking, in fact, that freshmen, short on Lyco tradition but long on curiosity, upon hearing rumors of the esteemed serpent line up each fall outside the windows of Bradley to peer at him.

They could afford to wait. Chances are they will eventually meet him face to face in class. With our limited classroom space we have through the years used the Dragon Room for classes in nearly every subject outside of the sciences. One former German teacher seemed to have a particular affection for the monster, always returning to her native tongue to call for class in the "drachenshalle." This unique hall has housed club meet-

ings, slide talks, recording sessions, and demonstrations. It has housed stage crews building and painting sets. For a time it and two adjacent smaller rooms served as campus radio broadcasting studios. Its small stage has made it very favorable for speech students performing orally, for rehearsals, and for intimate drama staging. Currently it is the scene of the Thursday Theatre, a weekly four p. m. theatre forum open to students and faculty who present original works, experiment with avant-garde plays, or learn from the spontaneity of improvisations. Through its continued and varied use, the Dragon Room has thus become a familiar, though puzzling, part of the daily scene. But to many Lycoming students it has always been the symbol for that rather esoteric undergraduate experience—campus theatre.

By scanning we see that for a number of years theatre at Lycoming College was wholly extracurricular, sporadically good, and always a ball for the participants. It was in the form of a club activity for a long time. In 1947-48 Frill and Frown members, directed by Miss Louise Frownfelter, produced one three-act each semester and in the spring added an evening of three one-acts directed and acted

by students. They also collaborated on a Christmas pageant with the choir and broadcast a skit on the college radio program regularly aired over WRAK, a local station. The next year was an active one: a considerable amount of new scenery was purchased and the club joined Delta Psi Omega, national honorary dramatics fraternity. Frill and Frowners were the mainstay of the first original student musical by Dick Wolf. Representatives from four other colleges—Mansfield, Bloomsburg, Bucknell and Susquehanna—met in the Dragon Room to elect delegates to a newly-organized Intercollegiate Theatre and Radio Conference Executive Board. In 1950 besides two major productions and three one-acts, two Christmas plays were slipped into a busy schedule. 1951 saw the introduction of J. Milnor Dorey as the faculty drama director. A new student group emerged, calling themselves the Lycoming College Players. Every other month they presented a play in chapel and they initiated a freshman-sophomore play competition. The Players joined a different honorary dramatics fraternity—Alpha Psi Omega.

The ensuing years brought a continuation of drama directed by faculty members whose discipline

Theatre major Jim Brink repaints one of the original "dragon" chairs.





*From the Frill and Frown files came this photo of an early Lycoming production. Five of the seven cast members we can identify. Standing from left: John Toohey, Helen Troisi Arney '52, and Elmer Koons '50. Seated: Teresa Sullivan and Albert Mortimer '50.*

was English literature combined with speech or dramatic literature. The trained theatre production man did not appear on our teaching staff until 1961 when Charles W. Raison was hired. A graduate of Michigan State and Tulane Universities, Raison directed theatre and educational television productions at Michigan State. He gained additional acting experience later with a U. S. O. troupe in France and Germany. At Lycoming he introduced courses in design, play production, and oral interpretation. By expanding the course offerings he established a major in theatre. He began workshops to develop a corps of campus stage technicians and frequently utilized students as directors, a practice he continues today.

In 1962, under the direction of Chuck Raison, Lycoming's summer Arena Theatre opened. It began modestly in Burchfield Lounge of the student center. For several seasons it was the only theatre in the round in North Central Pennsylvania. Occasionally townspeople were included in the cast. But it has altered to focus on Lycoming students majoring or interested strongly in theatre and taking summer courses in theory, technical production, and acting for credit. It is open, however, to undergraduates from Lycoming and other colleges who join the summer troupe



*English class in the Dragon Room.*

for experience. Two years ago assistantships were made available for qualified students.

The Arena has moved into Fraternity Lounge, where more sophisticated lighting and staging are possible. Technical instruction was greatly refined in 1964 with the addition to the staff of Michael N. Welch. Mike Welch graduated from Michigan State and Tulane and took additional work at the Yale University School of Drama.

His imaginative stage settings have drawn increasing admiration from audiences. The design of the new thrust stage for the Academic Center is his creation.

*It is easy to see, that along with many other things at Lycoming, the action on stage has changed. Where are we going? What is our approach today? In the following article Charles W. Raison answers these questions.*

# approach

## THEATRE AT LYCOMING COLLEGE

by CHARLES W. RAISON

**I**N the attempt to establish a program of theatre arts that will bring to its students, its faculty and the college in general an appreciation of the art and the recognition necessary for the continuance of such a program, the institution must answer one primary question: whether the approach to the art will be orientated to the academic, professional or somehow attempt to blend these two opposing views of the discipline. For more than three decades, college administrators and the teachers in their departments of theatre have chosen to ignore this awkward question. Some colleges and universities have chosen to orient their departments to professional theatre and have thereby encouraged their students to develop primarily their onstage abilities and have neglected to provide them with a background of the plays which they must inevitably perform. Their students all too often became merely utensils in the hands of the professional director and playwright. Other institutions have chosen to stress theory and appreciation and to neglect production experience. Their students have filled journals yearly, but can in no way be considered active participants in the discipline of theatre.

Such a division in the education of each generation of theatre practitioners has led to the complete separation of educational from professional theatre. Students from educational theatres across the country found it difficult to succeed in professional theatre. Professional actors, directors and playwrights found it equally as difficult to gain acceptance in a college despite years of training.

Recently the major educational and professional associations and a number of large universities realized the futility of the battle between educational and professional theatre. Both the professional and the educator acknowledged that the differing philosophies only weakened an otherwise unified art. Once the acknowledgment was made that the division could no longer continue without seriously damaging American theatre, revision in the philosophies were quickly implemented. Undergraduate departments of theatre altered their programs to provide the beginning student with as much onstage experience as he could handle. Graduate schools quickly initiated a new advanced degree in theatre, the M.F.A., master of fine arts, which provided its directors and actors with both a solid theoretical background and sound practical experience on stage. For the student who wished to pursue theatre solely as a scholar, graduate schools offer a more standard arrangement of the M.A. and the Ph.D. The professional theatre soon came to realize that the traffic would bear more than the theatre centered in New York and began quickly to establish repertory companies for graduate students on university campuses.

Now the undergraduate theatre department finds itself more than ever caught between theatre as an extra-curricular activity and theatre as a discipline. If it is to provide its theatre majors with sound onstage training, it cannot allow for the weaknesses imposed upon it by the student with only a passing interest in the discipline. At the same time, it must provide that student with an outlet for his histrionic interests.

In an effort to satisfy both demands, Lycoming College plans the following program to be instituted in the near future: (1) for the student interested in theatre as an extra-curricular activity, the department shall present annually three faculty-directed plays which will allow any student on campus to participate (2) for the student interested in theatre as a major, a special troupe of student actors, directors and technicians will be or-

ganized. This troupe, under the guidance of the theatre faculty, will present five shows annually. In an effort to encourage an exchange of ideas and talents between Lycoming College and students from other colleges and universities, the summer theatre, now in its fifth year, will continue. The theatre curriculum will continue in much the same form as it is now. The curriculum provides the student with a sound academic background and adequate opportunity for specialization in the senior year.

Perhaps the most exciting addition to the future program is a new theatre located in the Academic Center. This 210-seat, thrust stage theatre will house perfectly the program proposed above. With a substantial physical plant which provides good staging facilities and comfortable seating for its audience, we anticipate a Lycoming educational theatre that will be able to thrive.



Ruth Miller and Rich Andrus improvise in "Thursday Theatre."



Rudy Caringi as the Shepherd in *Oedipus Rex* and as the Juggler in the NBC-TV production *Juggler*.

## careers

OUR one alumnus solidly entrenched in professional theatre today is Rudolph Valentino Caringi. Rudy, originally from Williamsport, has put in twelve years of hard work since graduating from Lycoming. They have yielded valuable experience, a confident realistic approach to his profession, and now a fresh impetus to his career through a grant from the Rockefeller Foundation. Rudy is one of twelve young actors chosen from a thousand who were interviewed for special training in a new method of vocal production. Under a Rockefeller project the twelve began last October to train in New York City with Kristan Linklater. Miss Linklater formerly taught at the London Academy of Dramatic Arts and has coached the players of the Stratford, Ontario, the Lincoln Center, and the Guthrie Theatre companies. Constantly in demand, Miss Linklater suggested this program in order to train a nucleus of young prospects who

will be equipped to teach other actors seeking to learn her approach to performance.

The course with Miss Linklater ended in February. Seven of her twelve students finished. As one of the seven, Rudy has moved on to the second phase of the Rockefeller program—a period at the Guthrie Theatre in Minneapolis, where they will work under Tyrone Guthrie and Douglas Campbell through October of 1966. As Rudy's path reveals, being an actor means continual building.

Rudy began with graduate work at Catholic University in Washington, D. C. where he received an M.F.A. in 1959. For two seasons he toured with Catholic U.'s celebrated National Players, playing 170 performances in thirty-eight states.

All of his roles with the Players were Shakespearean. For one year he taught at Catholic U., then left because he was not content with their approach to acting. "It takes you only so far in developing as

an actor." Rudy then taught a year at a St. Louis junior high school and another year at Our Lady of Cincinnati College. Meanwhile he gained scope by acting in varied roles in stock companies. At St. Michael's Playhouse in Burlington, Vermont, his roles encompassed classical, 19th Century and contemporary drama. At the Olney Theater in Maryland he played in *The Fanstastics* and *Teahouse of the August Moon*. During a winter and summer at the Cincinnati Shakespeare Festival he acted in three Shakespearean productions and directed *The Tempest*, *Matchmaker, Innocents, Glass Menagerie*, *Rainmaker*, and *Pinocchio*.

Rudy eventually went to New York, where, he feels, all aspiring actors and directors must spend a time testing their mettle in the professional arena. He studied privately and landed several significant acting jobs: *As I Lay Dying* at the N. Y. State Theatre on Broadway, with Valerie Bettis; *Acting Class* on chapter 13-TV; and the starring role in *The Juggler* on NBC-TV's Catholic Hour.

Now Rudy wants to direct, act, and coach after completing his vocal production program. The new method? Actually it is the most natural means of producing voice, which means it contradicts all the

artificial, contrived methods used by most acting schools. As Rudy demonstrates it is a way of *permitting* air to move you to speak—"a passive way of allowing your natural rhythm of breathing to move you. And it is so much better than *actively* producing voice because you are free of all tension." The result is the revelation of a person's authentic sound, pretty or not, rather than an imposed sound. An extension of the voice method is what Rudy terms the "revolution in theatre training." It is an approach not often seen on the commercial Broadway stage which focuses on the story character in the play rather than the actor's personality. "This is modern theatre," says Rudy, "yet it seems it was always done by the great actors." He refers to the fine work by London Academy-trained actors. And in America—the outstanding performances of Montgomery Clift, Geraldine Page, and Kim Stanley, all of whom have been coached in this basic, sincere approach to enacting a role. Although Rudy acknowledges the need for the seasoning period in New York, he also believes "it's not the end." He is encouraged by the spreading interest in regional repertory theatre and hopes that he can contribute his directing ability to a sound repertory program.

ROBERT PORTER, who graduated in 1963, is just beginning his venture into professional theatre. He is our first such alumnus to emerge from work done through the Lycoming theatre department. Although not a theatre major, Bob appeared in a number of major productions and performed lead roles in several seasons of the summer Arena, in plays such as *Rashomon*, *Royal Gambit*, *Summer and Smoke*, and *Murder in the Cathedral*. As a senior at the American Academy of Dramatic Arts in New York, Bob graduates this month. At



Bob Porter (right) at a rehearsal break in the Mary MacArthur Theatre of the American Academy of Dramatic Arts.

the Academy Bob has spent two years in courses on speech (both oral interpretation and mechanical development), mime, body movement, fencing, singing, scene study, acting, and directing. His senior year has been primarily performance and directing. After appearing in a play he is subject to faculty evaluation on all aspects of the performance—acting, make-up, movement, etc. He is then rated by each professor.

Bob found that he had some things to unlearn. "Boy did I have some hang-ups!" One was a tendency to be superficial. "Nothing bothered me!" He had been allowed previously to do much of his own development within a role, consequently he had a lot of confidence, but he had sunk into a bad habit of playing "attitudes." So his first rehearsal classes at AADA were "utterly devastating." Gradually, through improvisations he was drawn out and shown how to be "an acting instrument," one of the bywords of the Academy. The approach there is a traditional one—that the function of an actor is to fulfill the objectives of the script.

Evidently Bob has been satisfying those objectives, for he has received praise from the faculty. Associate director Francis Letton feels Bob has a good chance in

professional theatre with a talent that could do equally well in movies and television. "Your first impression of Bob is that he is typically American. But then as you watch him he shows his flexibility. He has played a French general, a cockney Englishman, a classical romantic, and contemporary roles. He shows understanding of the text, and knows the requirements of an actor." Bob this year appeared as Orlando in *As You Like It* and staged the play's wrestling matches. They were considered to be among the best wrestling scenes ever seen at the Academy. As General St. Pe in *Waltz of the Toreadors*, "Bob did amazingly well with that role." As a senior project he staged and directed John Carlino's *The Brick and the Rose*. It is a work with thirty-six characters ordinarily read by twelve actors seated with scripts on stools. But Bob put some of the scenes into action, placing some of the actors on platforms arranged on different levels. "He did it with a great deal of imagination and inventiveness," says Letton.

Bob agrees with Caringi that New York leaves much to be desired as a place to earn your living as an actor. "For one thing there are thousands living here who call themselves actors, but they don't

have acting jobs. After all there are only two to three hundred cast each season. You just can't be an actor if you aren't practicing your skill."

Bob could earn a living as a teacher, statistician, many things. He was a math and sociology major at Lycoming, has a good mind, secured a fellowship at Syracuse University in a doctor of social science program. But at Syracuse the feeling grew "what am I doing here?" He was simply bored. So for kicks he auditioned for a part in a play for which the university had imported a professional director. Bob won the lead and encountered a director who pushed him hard, but stretched his capabilities. "At the end of the year, I realized that theatre was the only thing I enjoyed."

At this point Bob wants to work professionally and perhaps tour as well as to do graduate work in theatre as part of his growth. He is considering entering educational theatre for he thinks he would enjoy teaching as well as acting. He would like to prepare serious theatre students for what they will meet in the field. Repertory work also appeals to him. And he's very much in favor of subsidized theatre. "In England practically every



Francis Letton, associate director at AADA, assesses Bob as "very promising." In March Bob was presented the Lawrence Langner Speech Award.

town has a repertory company. Why must we think that if the government steps in we'll be doing only patriotic plays? Let's at least give it a chance. The government builds pretty good roads, doesn't it?" Bob is willing to experiment with "anything at all so that you can put on plays and people can come to see them. Got to have that audience, you know!"



"Fortunately," said Bob Porter, "my opponent's mishap in *As You Like It* occurred only at dress rehearsal."

MAKING a different entrance onstage is Guy Rothfuss, a 1964 graduate now training for an opera career. Enrolled at Curtis Institute in Philadelphia, Guy augments his voice studies with professional summer stock jobs that offer valuable experience.

An English major while at Lycoming, Guy nevertheless plunged into a wide range of roles both during the term and with the summer Arena. *Beggars Opera*, *Bell, Book and Candle*, *The Man With the Flowers*, and *Squaring the Circle* were a few. After graduation he returned to the Arena to do *Rashomon*, *The Father* and others. He then studied one year at Westminster Choir College of Princeton University, thinking he wanted to be a choral conductor. While passing out programs for a chapel service there he shook hands and welcomed visitor Martial Singher, former Metropolitan Opera baritone. Singher was impressed with Guy's speaking voice and manner and asked to hear him sing. Further impressed, he arranged for Guy to audition for Curtis Institute. Guy auditioned and was accepted. He's on a full tuition scholarship.

More breaks occurred. Last summer Guy was hired by the Cape Cod Melody Tents to do seven shows under the direction of Alex Palermo. Given the part of Hero in *A Funny Thing Happened on the Way to the Forum*, he sang two solos and three duets. The exciting thing was working with professionals—the highest level of performance. You lose all of your inhibitions because everyone else does." Guy points out that as an undergraduate he'd been considered a loose performer at Lycoming. But once he came up against experienced actors he saw how stiff he actually was. "The stiffness helped in the naive characterization of Hero—for he saw life awkwardly and had been shielded from it. I was very successful although I didn't have to act very hard—it was just me!"

Guy had fun, but was not artistically fulfilled. Once he began work in the fall at Curtis he saw that the sweep of performing in



opera is his forte. Singher's whole approach to singing is through the text. He views opera as sixty percent acting and forty percent singing. "The voice is in the words," Singher avows. Guy's self-evaluation is that he has a good enough voice—able but certainly not beautiful. With training it can do the job. His stage presence and physique are commanding and he hopes his growing acting experience will help. But training is his immediate chore. He will be at Curtis three years and earn an artist's diploma. During that time he will be studying voice; piano; sol fege (sight-singing); music dictation; Italian, French, and German grammar; and actual roles. Already he attends opera classes where all twenty of Curtis' voice students perform scenes in every school of opera from Mozart through the contemporary. Each week he must memorize a song. Outside of class he is given much practice time. "If you don't practice you're thrown out. You're always on probation. You must shape up and progress as fast as your own capabilities permit. It's a \$25,000 education." Guy knows that he would not have been admitted unless the faculty thought he could achieve a career in opera.

Next summer Guy will again hit the stock companies. At Christmas time he auditioned for the Lyric Theater in Oklahoma City and they were enthused about him. He's obtained an agent and wants to do individual roles. "I don't even want to think about chorus work. I know now I can do roles and it's great." Guy's experience to-date has given him a vital ingredient for a performance career—determination. "I really felt at home on stage last summer, so I'm going to do it—I'm going all the way!"

*With Tish Hunter and Mickey Deems, Guy (center) clowns in *A Funny Thing Happened on the Way to the Forum*. In *South Pacific* he played Lt. Buzz Adams.*



Bob Porter and Guy Rothfuss both played in Lycoming's stage version of *Murder in the Cathedral*.



Charles Hufford

CAROLYN OTT is a theatre major who will graduate in June. She has just been granted a \$2100 assistantship to The Pennsylvania State University as a member of the Arts Company. Her grant runs from June 1966 through May of 1967. The Arts Company produces a series of plays and play selections for the entire freshman class of the university as part of the basic course in arts appreciation. While at Lycoming Carolyn has shown extreme versatility in roles throughout her undergraduate experience—the wife in Strindberg's *The Father*; the grandmother in *Rashomon*; the Queen ant in *Under The Sycamore Tree*; the hussy Rosa in *Summer and Smoke*. With a great deal of courage she did a scene from *Medea* for her audition and read "cold" a scene from a Shakespearean play. This was the toughest performance she ever lived through, for as yet she has not had training in the classics.

CHARLES HUFFORD '64 was an art major at Lycoming but also took nearly all of the courses offered by the theatre department and worked summers in the Arena. Charlie is currently completing a masters degree in theatre at Ohio State University. Last month he attended the Yale University Drama Festival, taking with him an original play which he entered in the Festival competition. Its title: *Scarsdale, Mon Amour*. Although no awards as such are presented, the Festival is a chance for accepted playwrights to be heard by leading men of educational and professional theatre. This year the critics were Robert Corrigan, Dean of the School of Fine Arts at New York

University, and Theodore Hoffman, Director of the Theatre Program at N. Y. U. Twelve plays were presented; few were favorably received. But after Charlie's *Scarsdale, Mon Amour*, was performed Mr. Corrigan stood and commented to the audience: "We have seen tonight what living contemporary theatre can be." Later in the evening, Mr. Hoffman said: "Mr. Hufford has hit upon a style vital to contemporary theatre and it is something that only someone under thirty could write." It appears that Charlie Hufford has a promising future as a playwright. Right now he is investigating the new program in the fine arts being proposed by the Peace Corps.



Carolyn Ott (left) with Lauralee Jones in *Rashomon*.

## the real thing

By C. EDGAR FRY

*Edgar Fry, from the Lycoming class of 1961, did not major in theatre, but took a number of theatre courses including those in play production and spent a summer working and performing in the Arena. Today he is head of the English department and director of the Sanford Theatre Workshop for the Sanford Schools, a private institution in Hockessin, Delaware. His 1965 productions at Sanford included Affairs of State, The Cocktail Party, Rashomon, and Pajama Game. He wrote a commentary on drama which was published in the Sanford Alumni Bulletin and is reprinted below. It is perhaps a commentary on Ed himself and why he has chosen the educational field for his continuing tie with the theatre.*

MAN'S only hope for any degree of maturity comes from his ability to learn and to understand by imitating others. His prowess as an athlete originates with his effort to copy and thus surpass those who have achieved on the athletic field before him. His attainment as a scholar is the result of his effort to

create new thought by imitating the systems of logic devised by the thinkers of the past. His only key to accomplishment and reality, in fact, is imitation.

Man has been imitating for some time before recorded history began. The most primitive people are known to have imitated those things which comprised their environment. The primitives who had to hunt animals as a means of survival soon began to imitate the mannerisms and sounds of the animals they sought. These people integrated such imitations with the rituals of their religions believing that the success of the hunt could very easily depend upon the degree of capability attained in the pre-hunt ceremonies.

As the world progressed in degree of civilization, the degree of imitation also increased. In the Attic world of Thespis, Aeschylus and Sophocles, the ability to imitate became an art form which defied competition. It encouraged man in his natural tendency to imagine and to create.

The connection between reality and imitation began as an integral part of man's religion. He tried to justify his very existence by the use of imitation before Ra, Aruru, Vishnu-Krishna, Aphrodite, Dionysius, Hayveh, and finally in the Mass celebrated in the name of Jesus Christ. Even in its secular stage, drama—the ability to imitate—grew from an effort on the part of man to discover that quality which was real in his own nature.

The paradox, then, is that drama is the act of imitating in order to find the ultimate reality in life. This is true whether an audience has experienced the cathartic process of "Oedipus Rex" or the almost depressive destruction of "Death of a Salesman." Sophocles and Miller are vastly different in theory, yet both are of accord in seeking an explanation of their own milieu.

The bewilderment of Tennessee Williams is equally as serious a search for truth as is the objectivity of Anton Chekov or the didacticism of Lillian Hellman.

Thus, the nature of the imitation is the inherent nature of the thought and problem imposed upon the dramatist by his own time and his own environment. Whether he takes a moral or an amoral position, the dramatist uses the stage as his altar to truth.

In its search, therefore, theater, even long before the time of Ibsen, in fact from its birth, has sought to do more than merely entertain. It has, instead, sought to attribute meaning to the series of events each member of mankind terms life. It has sought to offer through imitation an appreciation of the value of truth.

Oedipus, Antigone, Medea, Hamlet, Othello, Karsten, Bernick, Dr. Stockmann, Hedda Gabler, Madame Ranevskaya, Willie Loman, Stanley Kowalski are but a few of the characters which are products of imitation designed to help man in his endless effort to evaluate and to find meaning. They breathe upon the stage, each with his own problem, each endeavoring to cope with his own environment but with the same basic emotions.

The dramatist, because he is searching for truth, must be more than an artist. He has to be philosopher and student as well. He has always had to seek to understand humanity and humanity's relationship to those things which make up the world. He has always had to try to find an ethic applicable to his own time and his own environment.

The dynamic heritage of the theater, therefore, does not belong to one community, one area, one nation. It is, instead, the heritage of all mankind. Its depth cannot be limited to the few, because it stems from the inherent need in all men to imitate and to evaluate. It is present in one form or another in every culture that has inhabited the earth from the beginning of time. As such, it is not the profession of a few but the business of all.

Ed Fry (right) visits director Charles W. Raison on the 1965 Arena set of *Thurber Carnival*.





*The Warrior's Dick O'Donnell hooks a shot over the hands of an Albright defender in the MAC northern division playoff game.*

THE Lycoming College winter sports teams had another outstanding season. The basketball squad led the way with a record of 16 wins and 5 losses; the wrestlers were 8-2 in dual meets and the swimming team won 9 and dropped 3.

In two seasons the Warrior basketball squad progressed from a 3-16 to a 16-5 record.

Four years ago coach Dutch Burch arrived on the Lycoming scene. In the first year his team won only five out of twenty games. The following year, 1963-64, his rebuilding campaign began. The Warrior mentor used four and five freshmen in the starting lineup and the yearlings won 3 and lost 16. Last year the same group, plus some new talent, gave Lycoming its first winning season in nine years, winning 10 and losing 9.

This year the combination of coaching, talent and experience produced a team that won 16 and lost only 5, including a 13-1 record in the northern division of the Middle Atlantic Conference. Lycoming's 1950-51 squad that won 16 and lost 3 is the only team with a better record.

The climax of the present season came in Philadelphia on February 25 when the Warriors participated in the first basketball playoff activity in the history of the College. Having finished first in the northern division they faced second-place Albright for the north-

# WARRIOR TEAMS SWEET IN OUTSTANDING SEASON

ern division crown. Lycoming had beaten the Lions 73-59 in the regular season. This time it was Albright's night and the Warrior five was upset 76-68. Albright went on to defeat Drexel for the Conference college division championship.

There were many exciting moments throughout the season. The squad won third place in the Mt. Union, Ohio, invitational tournament by overcoming a 17-point deficit to defeat Transylvania of Kentucky 74-70. Late in the season the Warriors, who had clinched a playoff spot, travelled to Elizabethtown to meet a team that needed a win to gain the other berth in the playoffs. Elizabethtown led 94-89 with 48 seconds to play. Led by center Dick O'Donnell, the hustling Hilltoppers scored 6 points to win 95-94.

Ron Travis, from Williamsport, was outstanding throughout the year. The jump-shooting forward averaged 21.3 points a game and pulled down an average of 16.1 rebounds. He was named as the outstanding player in the northern division. Another Williamsport resident, Dick O'Donnell, was second in both scoring and rebounding with 16.2 points and 9.5 rebounds per game and was a first-team choice on the all-northern division team along with Travis. Guard Bud Frampton, from Linwood, Pa., started his scoring spree late in the season. In the last four regular season games he scored 36, 21, 20, and 37 points. He concluded his collegiate career with a 35-point performance against Albright in the playoff game.

When the first shot is fired next fall only co-captain Irv Post, from Shickshinny, Pa., and Frampton will not be on the court. Travis will graduate in January. Several players from the junior varsity squad that won 8 and lost only 2 and nine holdovers will be competing for varsity posts next year.

## TWO FORMER LYCO STARS ARE PROUD OF BURCH'S BOYS



VINCE LETA

In the 1950-54 era 6' 5" Vince Leta '54 ranked among the top small college basketball players in the country. He holds the single game record of forty-six points earned his junior year against Bloomsburg. His total point record, 1,848, has not been surpassed at Lycoming. After graduating he played service ball at Ft. Jackson, S. C., had tryout with the Philadelphia Warriors, then toured South America with the U. S. Stars and played for the Philadelphia Sphas. He played two stints with the Williamsport Billies and currently is owner of Kelly's Grill in Williamsport, which sponsors a local semi-pro team. Vince plays semi-pro ball himself, and below comments on this year's Lyco team.

"I feel our team is a well-balanced team. The individual high scoring varied from night to night. This is good. It makes it difficult for the opposing team to key on any individual. And I can see the playing style is consistent. The big thing is winning away from home. This is what determines a good team from a mediocre one, for away from your home floor you have many additional factors to contend with, to combat. Lycoming is again reaching the esteem and respect it had before and it makes me proud. I want to single out for special praise the playing of Travis, O'Donnell, and Barnhill. And the defense of Sample. He has held back some good schools. I felt all along that this Travis kid had a lot of talent and needed the chance to mature."

*Vince had a further comment on the athletic program:*

"I think a school should look for good athletes and help them financially. There is no better advertisement for a school than a successful sports program. This of course assumes that it has a good academic program to begin with! But sound training in sports

helps develop leadership qualities in men that helps them in later life. It certainly taught me a lot that has helped me in the business world—how to maintain a balance despite pressures, how to work with others, and so on. I also feel strongly that alumni should support their team at the games when possible. It's good for the team. And Burch's team this year proved that a small school can still have an outstanding team."



HAL JUDIS

Harold Judis '63 holds the second highest point record at Lycoming with a total of 1421. The boy from Brooklyn passed the 1,000 point mark in his junior year on the court; as a senior he overtook the previous second high scorer Al Wilson (1,379). Hal is now stationed in Germany where he serves as an M. P. in the 7th Army. He will be discharged in June and plans to resume a teaching career and graduate work in New York City. He wrote near the end of the Lyco season:

"I have been keeping up, via *Stars & Stripes* newspaper, with the great season Lycoming's basketball team is having. To be perfectly honest, I knew it would just be a matter of time until basketball at Lyco started to really shape up. In just the one year I played under Dutch Burch, I could see he knew the basics of the game real well and could communicate with the boys to boot. The main thing Coach Burch needed was height equal to that of the teams we played; once that was achieved, it was a foregone conclusion in my mind, that Lycoming was on the way. To be sure, I am proud of my alma mater and upon discharge, I look forward to coming back to see a few games and say hello to all the wonderful people at Lycoming. Concerning my basketball, there's not really too much to relate. I played back at Military Police School at Ft. Gordon, Georgia. Once I got shipped overseas, basketball became just a Saturday afternoon thing at the local gym."

Coach Budd Whitehill has completed his tenth year as head wrestling coach at Lycoming. In those ten years his teams have won 77 dual matches and lost 22. Even more outstanding is the fact that his teams have won 55 and lost only 9 over the past six years.

The 1965-66 edition did not appear to be as strong as teams from the past several years. They participated in a pre-season tournament at Bloomsburg State where they tied Indiana State, from Terre Haute, Indiana; lost to Southern Illinois; and dropped a one-point verdict to host Bloomsburg State—all in the same day.

In the regular season they lost to Old Dominion, 15-14, and to Wilkes, 20-9. The most satisfying wins were the 25-10 conquest of Waynesburg, a team that beat them last year, and the close 15-14 victory over West Chester.

The Warrior grapplers were the darkhorse team in the Middle Atlantic Conference championships at Wilkes and came close to walking off with the team championship. With two individual championships, two second-place winners, a third, and two fourth-place winners, Lycoming finished second with 69 points, five points less than champion Wilkes' 74 points. Temple finished third with 63 and West Chester was fourth with 52 points.

Gary Guasp, sophomore from Brentwood, N. Y., successfully defended his MAC 123-pound championship and Rod Mitchell, junior from Bellefonte, Pa., won the 137-pound crown. Mel Fleming, sophomore from McClure, Pa., and Art Oraschin, a junior, finished second at 167 and 177-pounds, respectively. Bill Bachardy, a senior, finished third at 160. Both Oraschin and Bachardy are from Flemington, N. J.

The individual efforts of Bill Bachardy in the NC AA College Division and University division championships rivalled the team's accomplishment in the MAC tournament. Bill moved up to 167 pounds for both of the NCAA events. In the College division championships at Mankato, Minnesota, he went all the way to the title with comparative ease. He registered first-period pins in two preliminary matches and

easy decisions in the semi-final and final bouts. Rod Mitchell finished fourth in the 137-pound division.

Bachardy was the only Lycoming entry in the NCAA University division tournament at Ames, Iowa. He went to the quarterfinals where he was pinned by Roger Mikish of Oklahoma. However, he came back in the consolation round to register decisions over Rick Martin of Ohio University and Bill Byers of Colorado State. He was pinned by John Rushatz of Lehigh in the consolation finals. Bachardy's fourth-place finish was the highest attainment of any Lycoming wrestler in the national event and concluded a brilliant wrestling career.

Whitehill will lose four key men: Byron Samuels, 130-pounder from Norfolk, Virginia; Dick Young, 145-pounder from Newton, New Jersey; Bachardy, and Oraschin.

The loss of key men dampened the prospects of the Lycoming College swimming team's equaling last year's record of 11 wins and only one loss. This year's edition had a 3-3 record for the first half of the season, but the squad won its last six matches to finish with a respectable 9-3 record.

The Warrior swimmers finished third in the Middle Atlantic Conference college division championships at Gettysburg.

Sophomore Jack Hodgins, from Williamsport, led the team in scoring and won the 200-yard individual medley championship in the MAC competition. Other top scorers were Steve Smith, freshman from Williamsport; captain Mike Westkott, senior from Wyoming, Pa.; Jim Kremzier, sophomore from King of Prussia, Pa.; Sandy Raymond, freshman from Short Hills, N. J.; and Clark McFadden, sophomore from Cedar Grove, N. J. There were only two seniors on the squad.

Swimming coach Mort Rauff finished his sixth year at Lycoming. The Williamsport insurance executive has also had great success. His overall record is 48 wins and 21 losses. Over the past four years his teams have won 34 and lost only 10 dual meets.

*Bill Bachardy gets Bob Ray of Eastern Michigan into a predicament in finals of the NCAA College Division Championships at Mankato, Minnesota.*





# LYCOMING'S NEW TASK FORCE

## *Their Assignment:*

*By DR. D. FREDERICK WERTZ, President*

IN September of 1965 the College faculty spent two days at Watson Homestead, New York, in a pre-college Faculty Workshop. This time was used to take a long look at the College in the perspective of a deep-seated desire to strengthen the academic program.

The discussion groups, which became the heart of the Workshop, were organized around five major areas of concern suggested by the Danforth Foundation Study of the Church College.

- (1) Creative Imagination
- (2) Teaching—Our Prime Concern
- (3) The Statement of Purpose
- (4) The Framework of Faith
- (5) Fiscal Responsibility

Each discussion group prepared a report which was presented to the faculty, containing specific rec-

ommendations for strengthening the academic program of the College.

When the Faculty Workshop had adjourned, there was almost unanimous feeling that it was imperative that some special machinery be devised to conserve the values of the discussions and to implement the recommendations.

As a consequence, the Task Force was named to fulfill this purpose. The membership of the Task Force was composed of the discussion leaders and the recorders from the five Workshop groups. The Dean of the College, Dr. Marshall, was named as chairman of the Task Force.

In a sense, the Task Force was given a carte blanche assignment to review the final reports of the discussion groups and devise ways and means of putting the recommendations of the Workshop into effect. The Faculty is committed to the course of action which will make a good college into an outstanding institution. It is not enough to be good—Lycoming College must make every effort possible to join the ranks of the excellent. The Task Force has the task of pointing the way to excellence.



*Dr. Robert H. Byington, Dr. James K. Hummer, Robert H. Ewing, Dr. Robert W. Rabold, Dr. Eloise Gompf, Kenneth E. Himes, Dr. Clifford O. Smith, Richard T. Stites, Dr. Paul Mojzes, and Dr. Philip R. Marshall.*

## *Their Challenge:*

*By DR. PHILIP R. MARSHALL, Dean of the College*

**L**AST fall I was engaged in conversation with a college president, a dean, and a professor of education. The subject was change in academe. Oddly enough, however, it was not concerned with whether college educational programs *should* be changed nor even *how much*. Rather the question was, "How often?" The answer seemed to be that a major change should be made every four to six years.

Change is continuous in all of education. In colleges such as Lycoming this occurs through the action of various permanent faculty committees, the addition of new faculty, the erection of new buildings and other changes more subtle but just as important and effective. Students come and go and the new students are a little different from those who have just left. Their

interests, their capabilities and their needs are not the same as in previous years. Of such evolutionary changes is a revolution made and the graduates of ten and fifteen years ago would find that the latter word is more appropriate if they wished to compare the Lycoming they knew with the one which exists today.

But on occasion (once every four to six years?) a college may find that this evolutionary process has not kept pace with the outside world.

President Wertz has instructed the Task Force to take an overview of Lycoming as it is today and where it needs to go so as to determine whether changes, major or minor, are needed. Lycoming will continue to provide a liberal education for students of all races and creeds in an atmosphere of Christian concern. Its aims will not change in any basic sense but they may be reevaluated and restated for society today.

The members of the Task Force bring a broad background to the conference table. They include graduates of major universities from coast to coast and of many of the nation's outstanding liberal arts colleges. Two claim Lycoming as their alma mater. Their service to Lycoming ranges from one to twenty years. All are concerned that Lycoming shall grow in stature and shall serve its students ever more effectively.

What kind of changes might this group bring to the faculty for its consideration? Some will seem minor, such as changing the chapel hour from 11:00 to 10:00 so that students, faculty and speaker can engage in dialogue following each chapel hour. Others will be more significant, perhaps even earthshaking for Lycoming College. For example, a calendar revision is now under discussion.

It has been proposed that Lycoming adopt a form of year-round operation. This would not be simply an expanded summer school but an attempt to create a nearly level enrollment through most of the year. The most obvious advantage of such a program is the increase in revenue resulting from the year-round utilization of a 15 million dollar physical plant. The most obvious problem is that of recruiting students.

Our present high school and college students have been indoctrinated with the three month summer vacation period dictated by the agricultural economy of a century ago. How does one appeal to them with a program which incorporates fall or winter vacations and school in the months of June and July? Several schools, lured by financial arguments, have attempted year-round programs. The University of Pittsburgh and the state schools of Florida are well-known examples of failures. Both operated under a form of trimester. In each case the students could choose which of the trimesters they would attend school and which they would use for vacations. The faculty had less choice. Given such freedom the students chose to stay away from the summer trimester in droves!

The University of Michigan has been more successful. But perhaps the most successful institutions have been those which give the student, once he has decided to enroll, very little choice. At both Beloit and Kalamazoo, for example, the student *must* attend cer-

tain summer sessions. Beloit uses a trimester program and Kalamazoo a quarter system. The freshman student at Beloit knows when he enters that he must spend the following summer trimester in study at Beloit. Similarly at Kalamazoo the student knows that, although he will be on vacation during the summer following his freshman year, he will be in school during the summer quarters of his sophomore and junior years.

The Task Force must determine what effects such a program would have on Lycoming, its students and its faculty. Then they and the faculty, the administration and the Board of Directors must decide whether the advantages outweigh the disadvantages.

Whatever may be the outcome of such deliberations one thing is certain. Liberal arts colleges such as Lycoming are facing a severe challenge. They are caught in a squeeze between the high schools on one side and the graduate schools on the other. They will find that increasingly the junior colleges and the community colleges will be competing with them for students. Such critics as Jacques Barzun of Columbia University and President Allen Wallis of the University of Rochester freely predict the demise of the liberal arts college. But such staunch supporters as President Howard Lowry of the College of Wooster and Chancellor Earl J. McGrath of Eisenhower College have argued eloquently that these colleges are needed in American higher education.

If Lycoming is to take its place among the best liberal arts colleges in the country it must respond boldly and creatively to the challenges of the present and of the future. After careful consideration the Task Force may well conclude it must recommend to the faculty that the time has come for a drastic change in the academic program of Lycoming College.

#### **COLLEGE SCHOLAR PROGRAM—**

THE Task Force proposed and the faculty voted to establish at Lycoming a College Scholar Program. The new academic venture is designed for a small number of exceptional high school graduates who would profit from a more flexible curriculum than the one designed for the majority of Lycoming students.

Students selected will be named Presidential Scholars and will be chosen from among candidates who rank in the top ten per cent of their high school graduating class and have scored 600 or higher in each of the verbal and mathematical sections of the College Board Scholastic Aptitude Test. Students may apply directly or through their high school counselor. Presidential Scholars are elected for a period of four years provided they maintain at least a 3.00 average.

Students already enrolled at Lycoming College may be elected as College Scholars if their grade point average is 3.25 or higher for two consecutive semesters prior to voluntary application to the College Scholar

Council. They are elected by the Council with the recommendation of the student's English instructor and one other instructor after an interview by the Council.

The new scholar program will allow students to choose either greater specialization in an academic field or a greater amount of interdisciplinary work than the regular curriculum allows. In both cases the college will relax the ordinary requirements without violating the principles of a liberal arts education.

The program for the individual student is to be tailored by the student and his faculty adviser based upon the assessment of the student's previous attainments and his needs, subject to review by the College Scholar Council which will be the ultimate arbiter in these matters.

The student may receive a waiver, but no credit, for any course or pre-requisite by passing a departmental test on the method and content of such course.

With the consent of the instructor concerned, the student may substitute for any course an independent study of a more advanced and mature character than that normally required by the course. The grade obtained in such independent study is to be the course grade.

With the approval of the adviser the Council will consider a request from a College Scholar for permission to take part of his course work in other recognized institutions of higher education. The College Scholar shall not be permitted to take more than one third of his total course work in other institutions.

The student may take more or fewer courses in a semester than the customary four.

In addition to the courses offered by the College, the student may receive credit, the amount of which will be determined by the Council, for: (a) independently designed reading courses supervised and evaluated in each case by a professor, (b) assisting a faculty member in his research, and (c) independently designed study, ending in a paper, a project, or a similar assignment.

The students will participate, with credit, in specially designed seminars organized by the College Scholar Council and meeting on a weekly basis. These seminars may be organized either each semester or annually. In order to insure the breadth of the student's academic experience, and exchange of ideas and opinions with other students and faculty members, and to provide a basis for assessing the progress of the College Scholars, the Council shall provide, in response to suggestions of College Scholars, appropriate topics and facilities for these meetings. The discussion of relevant problems would be encouraged by faculty and special lecturers as well as by the reading of student papers, book reviews, assigned readings and other means flexibly conceived.

All candidates who qualify for consideration will be awarded financial assistance according to need as established by the College Scholarship Service, Princeton, N. J. Scholars who do not demonstrate financial need will be awarded half-tuition scholarships.

*No memory of Alma Mater  
older than a year or so  
is likely to bear much resemblance  
to today's college or university.  
Which, in our fast-moving society,  
is precisely as it should be,  
if higher education is . . .*

## To Keep Pace with America

# W

HAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What is happening at America's colleges and universities to cause such comments?

# *Today's colleges and universities:*

## **I**

IT BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to "normal"; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

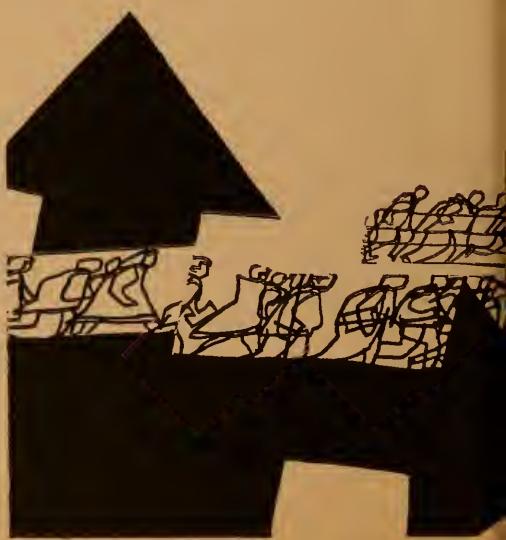
The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: "One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval."

Psychiatrist Erik Erikson has put it thus: "Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and

when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself."

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being "on the move," of "running around," and of "go, go, go." In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, "Most American political and social issues today arise out of a concern over the pace and quality of change." In our morality, many are becoming more "cool," or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.

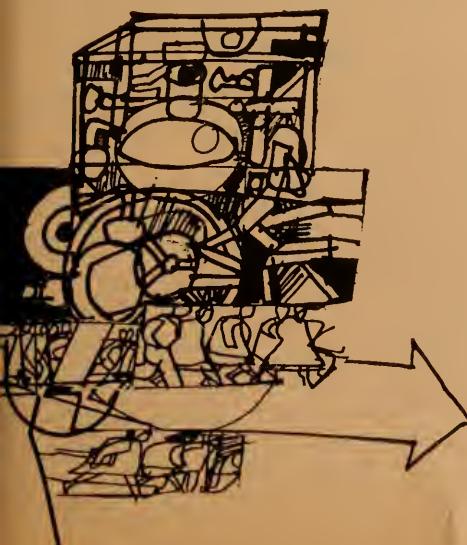


# *busy faculties, serious students, and hard courses*

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

**A**T THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen



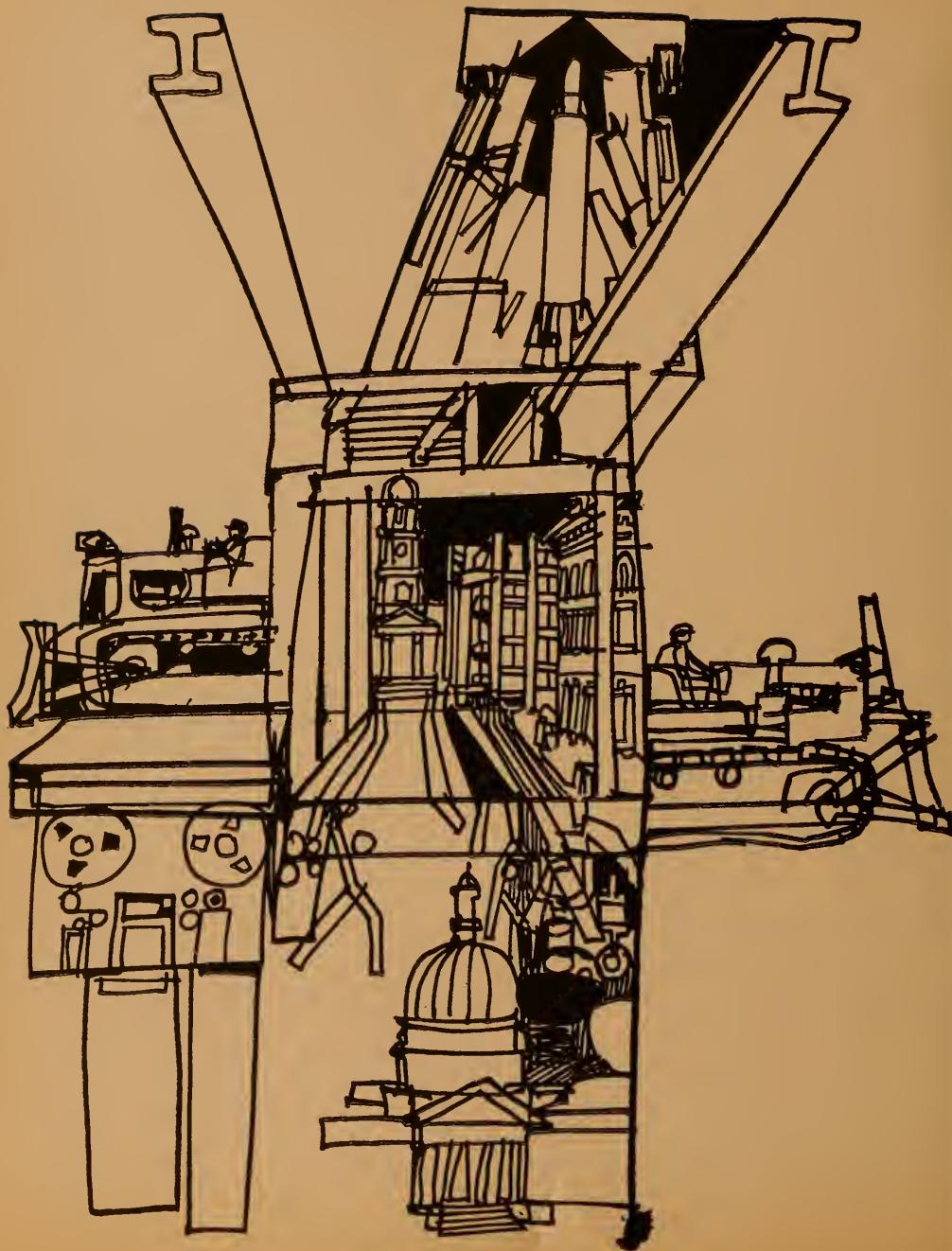
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber



of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

THE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about \$16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed addi-

## *New responsibilities are transforming once-quiet campuses*

tions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group.\* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

\*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

# *Higher education's patterns are changing; so are its leaders*

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one



can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be



enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

## T

HE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

# *Many professors are research-minded specialists*

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college “development officer,” has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, “In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not.” In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm’s staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president’s suite of offices expand have decried the “growing bureaucracy.” What was once “old President Doe” is now “The Administration,” assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America’s colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency

than with producing intelligent, sensible human beings. However, no one has yet suggested how “prexy” can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: “The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern.”

Another president, at a small college in New England, said: “The faculty and students claim they don’t see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly.”

## T

HE ROLE AND PACE of the professors have changed almost as much as the administrators’, if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from \$5,311 in 1950 to \$9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban



problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic “rating system” which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. “Publish or perish” is the professors’ succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and “focused” than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don’t want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. “I’m a geologist,” said one professor in the West. “What would I know about admissions policies or student demonstrations?”

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: “There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much.” (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent \$295 million in the colleges and universities for research and development. By 1965 that figure had grown to \$1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

BUT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at

## *The push to do research: Does it affect teaching?*

the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

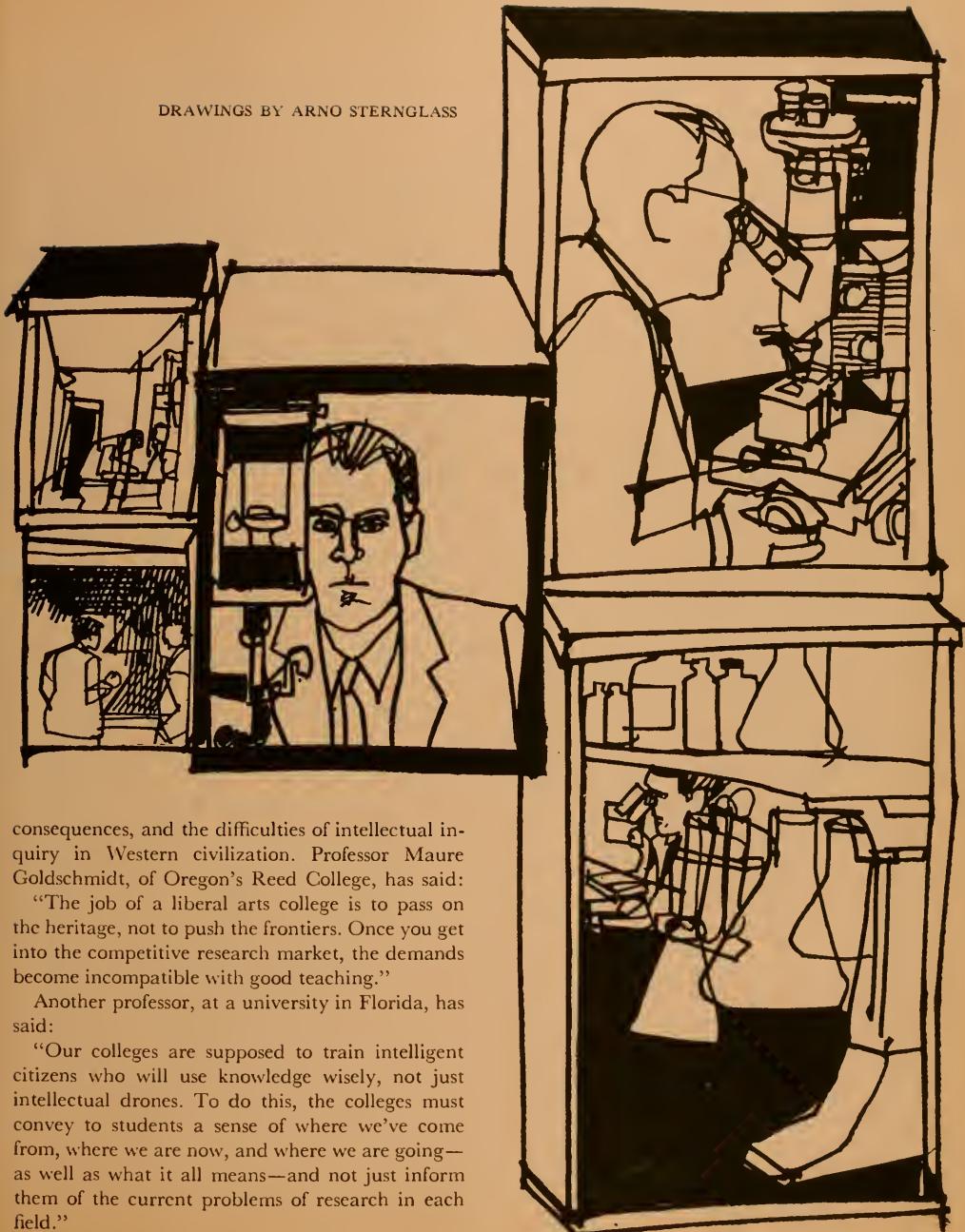
Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the

DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

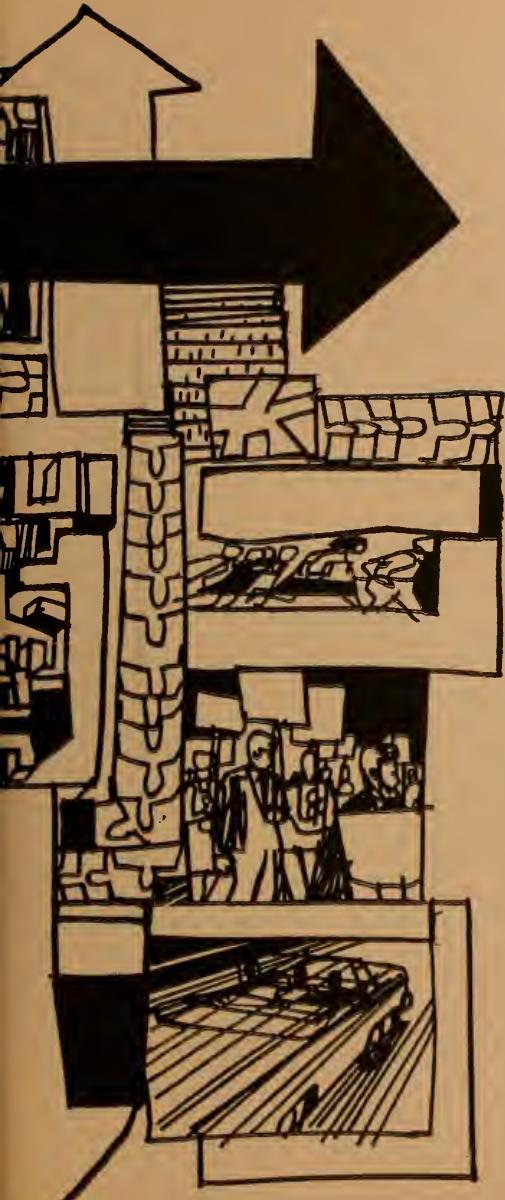
For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-cum-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

# T

HE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are





## *The students react to "the system" with fierce independence*

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as useful as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to

go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,



# *The alumni lament: We don't recognize the place*

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumbler and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

**I**F THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment

rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity

of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "How and what kind of change?" and not, "Why change?"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

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The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form **EDITORIAL PROJECTS FOR EDUCATION**, a non-profit organization associated with the American Alumni Council.

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# *The Task Force Responds To Questions On Change*



*KENNETH E. HIMES—Treasurer and Business Manager*

*Do you feel, as some colleges and universities do, that in this era of continual change a college should discard the whole idea of a statement of purpose and regard its "main task as one of remaining open-ended to accommodate the rapid changes?"*

DR. GEORGE K. SHORTESS: I would disagree with that. I feel we should have a statement of purpose, but I feel it should not be rigid and tie us to techniques. It should be more global in concept, encompassing the spirit of the educational process and what the college is trying to do. The techniques, the *way* you go about doing things are essentially what change, but what the college is trying to do does not.

KENNETH HIMES: First, I shall attempt an interpretation of the question. It does not appear to mean that a college could offer a curricular program without any purpose. The question itself reveals an end:—"its main task of remaining open ended to accommodate the rapid changes." With reference to whether or not the purpose should be stated is obvious to me. Once an aim is agreed upon why keep it a secret? Are not the students entitled to know? the faculty? the administration? or anyone who may be interested?

I have a suspicion, however, that the implication of the question is that since it is extremely difficult to

DR. GEORGE K. SHORTESS  
Assistant Professor of Psychology

define the ends of an institution of higher learning, we may as well forget it and pass on to something easier. It must be admitted that many colleges and universities today appear to evidence a disturbing characteristic of aimlessness. But this does not mean that to have no goals is a satisfactory state of affairs. On the contrary, how, for example, can an administrator select and procure the means if he does not know the ends? On what basis may an administration be evaluated if the institution has no purpose? Or a faculty? or a student body?

The purpose of a college must be studied and thought about otherwise the institution will get lost and fall apart. As someone has said even a mob will disintegrate if it does not know where it is going. One of the difficulties is that the past may not be of much assistance in determining the direction and aim of the college. And, as the question infers, contemporary society is incredibly complex and in a state of flux. This situation then requires that the aim or purpose must be arrived at by a process of creative thought—a difficult task even at an institution of "higher learning."

The end; the purpose; the aim or whatever term one cares to use, in my opinion, is the most important matter facing the college community at the present time. After it is identified, it must be clarified, defined and then stated to all who are willing and able to hear.

*Can a professor keep abreast of the "frontiers of knowledge" in his own discipline and still teach students in a stimulating and broadening manner?*

DR. ELOISE COMIFF: The professor *must* do this or he *can't* teach in a stimulating fashion. It would apply generally in all disciplines, but particularly in my own (twentieth century history). This is one of the most fascinating aspects of the whole teaching business. Knowledge from the past can't be passed down in the same form unless you incorporate into it the newest developments. There is a process of adjustment here. Obviously in some cases past information is erroneous, in others, it is a matter of re-interpretation. To reiterate —knowing the past and re-interpreting it in the light





DR. ELOISE GOMPf—Associate Professor of History



DR. ROBERT H. BYINGTON  
Associate Professor of English and Department Chairman

of new developments—are the two necessary accompanying parts of the teaching process in the liberal arts college.

**DR. ROBERT BYINGTON:** First of all, there is *no* conflict. Precisely it is a teacher's function to do just this, to train intelligent citizens who will use knowledge widely, not just be intellectual drones. That's why we have a faculty. That's why we can't merely allow a student to be assigned hundreds of pages to read and go off for four years by himself unaided. That's why we need persons with an alert, informed intelligence which has devoted years of thoughtful reflection to particular values, contributions, and errors of a given discipline. All of the knowledge, current as well as traditional, embodied in this discipline must be absorbed. It is their instructional purpose to be filtered through this alert, informed intelligence. But the *teacher* selects. The *teacher*, because he is alert and informed, places the emphases upon this or that aspect of a discipline so the student listening to the instructor can become aware himself of how current findings and traditional values have relevance to universal needs of humankind. It is the teacher's job to establish channels of communication. Were it not for this medium of the teacher, the student would be baffled alternately by the narrowness of specialization and the breadth of knowledge found in any discipline. So, in order to perform this function, the teacher must keep abreast of the results of new inquiry.

DR. ROBERT W. RABOLD—Business Administration  
Divisional Director and Professor of Economics



*Are student-faculty relationships important for the student? Is the character of such relationships changing? Are they generally a chore for the professor or can they be stimulating?*

**DR. ROBERT RABOLD:** I can't answer for the student (as to their importance) but if you mean relationships outside the classroom that are basically academic, yes, I think they're important. But for some reason or other apparently the faculty isn't swamped with students coming in asking questions. Students don't come to teachers to ask when they don't understand something in class. I make myself available and if they want to come to see me—that's fine. But if a student makes no attempt—I don't go see him first. I feel the initiative ought to be his. Large universities have always had the problems of communication. This ought not to be the case in a small college. I don't go out of the way to set up a personal relationship outside of class—I don't play cards with the students or visit with them. I keep the relationship strictly academic. Regrettably this is a chore to some faculty, but it can be stimulating. For one thing it's flattering if a kid is interested in what you have to say. I don't see how a teacher could consider this kind of relationship a chore. It's part of teaching. The thing I've found is that there aren't kids who come in and ask. I believe a teacher ought to be accessible, but the burden ought to be on the student.

**DR. CLIFFORD O. SMITH:** I'd give the first part of the question a big yes. To approach it, you must understand where the typical student entering college is in his development. His learning is and has been structured. He learns and performs in a way to elicit certain parental responses because the parent has been so involved with his behavior. In high school this is continued and the school personnel assume a parental role as well. So he develops a concept of the learning process as an act of doing for someone else. The self concept of how to be good is tied in with this. So for him college is a transitional stage—almost a weaning process in what it means to learn. For the first two years especially he needs a great deal of intensified

student-teacher inter-action. He needs it and if it is not provided it puts him in a crisis situation for which he is not prepared. Also this occurs at a time when the whole question of identity is being re-assessed and re-evaluated. The only way to achieve this recognition of identity is through inter-relationships, so that his self is mirrored. If he does not find this measuring element with faculty he finds it elsewhere. I think a valuable provision of the liberal arts institution is to show students the learning process can be socialized; then that the necessity for socialization can be diminished. By socialization I mean the exchange of ideas and the mutual investigation of and involvement in academic pursuits. The faculty should not deplore this need of the student but should recognize it for what it is and utilize it for our own purposes. We can constantly shift our reinforcement for the students. Gradually re-inforce active inquiry on their part, so that they move from giving just the responses they think a professor wants to responses that reflect original thought.

There is an increasing demand from students that the character of these relationships do change. American higher education as a whole reflects not a faculty impetus; now we're seeing the student in an active role forcing us to inter-act with him.



DR. CLIFFORD O. SMITH  
Assistant Professor of Psychology

As far as the reward for the faculty member—this is largely a matter of individual differences on the part of the professors. To some, it is the most exciting aspect of teaching—to others a chore. There are some who definitely prefer the isolation that is part of being a scholar involved in research. For this reason it is necessary for an institution to define its value orientation and state what it wants to reinforce. In one like ours there should be emphasis and reward for the faculty member who does feel this activity to be stimulating, but also the realization that both types of faculty members can contribute something. The latter

is the one that perhaps can contribute valuable ideas to the campus. I would also plead that the student be tolerant of the latter's contribution to the overall educational process.

*Some scholars contend that research commitments establish a positive teaching aid that keeps professors vital and better able to stimulate student minds. They avow that though this demands more of their time away from students it is far better for the students than being taught by teachers relying on "decade-old lecture notes" with which to educate them. How do you feel about this?*

DR. JAMES HUMMER: I heartily agree. The difficulty here is finding the time and money. I know myself that it is a whole lot easier and more comfortable to stand in front of a class and talk about something you have done yourself. The students know whether or not you're just picking it out of a book. I feel self-conscious talking about a reaction (chemical) if I haven't worked it out myself. If something goes wrong in an experiment and you have no feeling about it or a substantial lab background in it you can't really help the students and they feel lost. I feel that they can read it in the book just as well as I can. But if I've had the research experience I can help them over the hump in their work. There's another aspect: theories and ideas are always changing, so you must keep up with the literature. The best way to do this is research because then you're forced to consult the literature. And these changes and innovations appear first in current literature, before they hit the textbooks. Also—the entire field has advanced. We talk about things now on a freshman level that ten years ago I didn't encounter until graduate school.

RICHARD STITES: This is absolutely true. In order to remain alive and genuinely conversant, you must dig in constantly—every day if possible—reading, studying. If you are constantly engaged on a specific project you are bound to get sidetracked in a healthy way and encounter all sorts of new ideas you never dreamed of. Anyone who has done research while teaching knows this. That you apply to your teaching everything you encounter is what stimulates you. If

DR. JAMES K. HUMMER—Associate Professor of Chemistry





RICHARD T. STITES—Assistant Professor of History

a teacher does not become engaged in this manner he becomes stale and uses the same thought categories, the same knowledge, because he's using the same dull mind.

*It is apparent that today's students, "partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors" are more international-minded and socially conscious. Is this a positive or negative development?*

DR. PAUL MOJZES: I've no hesitancy in stating that it's a very positive development. As a very recent graduate I have been caught up in this movement. I went to Boston where there is a strong Christian social consciousness. It is considered the task of a Christian to be involved in the world—to throw himself into the midst of various encounters. It is hard, however, for me to judge from an American viewpoint. In Europe the youth have always been very socially conscious. I think, though, that it is apparent to young Americans today that we are in a global society. For better or worse we're part of the entire world. By studying about other nations, ideologies, and religions we can make this a fruitful encounter. Students have recognized or listened to the cry of the disinherited, the poor, the isolated groups that in some way have been injured and they realize that it does not admit of postponement. There must be action now. There is an excitement, a mental ferment among the students on our campus. Students are taking time to talk with faculty in their homes, more and more are interested enough in issues to write letters to the *Bell* (student newspaper)—this means they are not living in ivory towers. This is growth.

ROBERT H. EWING: I am not at all certain that the international mindedness and social consciousness of today's students is as new a phenomenon as some people seem to think. It is my impression, based on the recollection of my own student days and the observation of quite a procession of students between then and



DR. PAUL B. MOJZES—Assistant Professor of Religion

now, that these traits have long been present in students to a higher degree than in members of the adult community. While not every youth is an idealist, enough are to make the "idealism of youth" a reality. Their sensitivities have not yet been dulled by the buffettings and pressures which lead to that compromise and accommodation that are so characteristic of the adult world and hence of society.

There is more international mindedness and social consciousness in today's students because our American society is presently confronted with particularly troublesome issues of international import and with especially pressing questions of social readjustment.

It is a good thing that there is this more uncompromising outlook on the part of students. It is needed to tone down the adult tendency to seek for compromise solutions and to settle for less than absolute right and absolute justice. The tension between the two forces provides the solutions that are probably the best that are practically attainable. In this sense the student concern is positive and constructive in its results.



ROBERT H. EWING  
Professor of History and Department Chairman



# ONE AHEAD OF THE PACE

*Lycoming Alumnus George Beveridge  
Successfully Competes In The  
Fast-Moving Market of  
Computer Technology*



*As a vice-president and director of Computer Applications Incorporated, George S. Beveridge '57 is a member of top management in one of today's most significant professional service organizations.*

ONE Lycoming College graduate is a vivid example of a young modern who with imagination, native acumen and liberal concepts is riding the crest of swift technological change. He is George Beveridge '57, from Williamsport, who in nine fast-paced years has attained a vice-presidency in a dynamic young company, Computer Applications Incorporated.

George, a math major at Lycoming, ranked in the upper fifth of his class. He left this area to work as a programmer for Curtiss-Wright in Quehanna, Pa. At that time two other Lycoming graduates, Norbert Coudriet '57 and George Langnas '57 were hired by Curtiss-Wright. Today Bert Coudriet works for George's company at a subsidiary in Maryland. George Langnas did work for C. A. I., but left to form his own competing company Programming Methods Inc.

In February of 1960 George Beveridge and three friends who worked for other firms met at a convention in Los Angeles. Out of a casual conversation they discovered all itched to strike out independently and plunge into the computer service market. The four decided to look for business and whenever one found customers they would leave their jobs and form their own company. Within a year they secured clients and formed C. A. I. It grew far beyond expectations. Revenues snowballed from \$1,750,680 in 1961 to \$11,024,968 in 1965. Today, as a result of mergers and acquisitions they own five subsidiaries and operate facilities in New York, Boston, Philadelphia, Cocoa Beach, Silver Spring, San Diego, Los Angeles, and San Francisco. A partial client list includes: A T & T; Burroughs Corp.; CBS; General Electric Co.; IBM Corp.; NASA; Olin Mathieson Chemical Corp.; Revlon Inc.; Shell Oil Co.; Stanford University; TWA; U. S. Naval Weapons Laboratory; Washington Redskins; and Xerox Corp. C. A. I. is on the American Stock Exchange and George is a major stockholder. Three



With Joseph A. Delario, George reviews results of one of the four IBM computer systems at their subsidiary, Electronic Business Services Corporation. In a beehive climate key punchers



work 'round the clock to offer service which competes with 100 other service bureaus. At a stockholders' meeting, George waits with other officers of the company to be re-elected. Secretary



Cathy Paretti says "We miss George in New York now that he's running the Philadelphia office. He's always smiling. I don't think anything could upset him."



of the company founders are current officers: George (vice-president and director); Charles G. Cooper (executive vice-president and director); and Joseph A. Delario (vice-president, treasurer, and director). President and chairman of the board is John A. DeVries, who first met George at Lycoming when he came to the campus as a recruiter for Curtiss-Wright.

The striking similarity in all of these men is their youth (ages: 30-33-33-42) and flexibility. In attaining their solid berth in the sharply competitive computer service industry they have had to be alert, decisive and dynamic. Their diversified services fall into seven categories: (1) *Programming Systems*. This pertains to improving the efficiency with which man can plan and implement solutions to his problems through use of a computer. Language conversion programs for computer manufacturers and the design of compilers and report writers are in this phase. (2) *Data Processing Applications*. Data processing encompasses all of the business activities in which the computer plays an important role in collecting, retrieving or processing information—ranging from rudimentary payroll and inventory systems to sophisticated total management information systems. One of the latter was an automated storage system for the Highway Research Board of the National Academy of Sciences. (3) *Scientific and Engineering Applications*. For the U. S. Navy, Computer Applications specified and implemented an information system for collating military weapon and target effects. For the Argonne National Laboratory it completed a large one- and two-dimensional nuclear diffusion code for a major computer system. Other projects envelop civilian and military clients. (4) *Systems Engineering and Systems Design*. In this division electronics, mathematics, programming, engineering, communications and other disciplines combine to satisfy total systems design requirements. An example is a new system to process sales tickets used in retail sales reports. (5) *Data Processing Service Centers*. These are service bureaus offering resources of analyses and programming to clients. In 1965, at the request of one of the "Big Three" automobile manufacturers, Electronic Business Services (one of the C. A. I. subsidiaries) analyzed the reasons why people buy one car over another. The statistics gleaned were used to determine the most effective advertising campaign and the most efficient national media to use. (6) *Real Time Applications*. This involves an automated approach to acquiring, processing, and disseminating information within a controlled time cycle. Airline reservation systems and missile launching or tracking systems are current examples of this service. (7) *Project Management*. A significant service in this line has provided since 1961 the mathematics, numerical analysis, programming and operations to NASA's Goddard Institute for Space Studies in New York City. Among C. A. I.'s computing equipment for this contract is the largest IBM computer in use today—the 360/75. For this project alone C. A. I. devotes 250 employees, one-fourth of its total personnel.

George Beveridge takes the demands of the computer business in stride and finds the pace exhilarating. He readily adapted to the tempo of New York and its swift life. Even securing office space requires quick action and an iron patience. The main office of C. A. I. began with a small rented room; it has expanded to the complete ninth and tenth floors of 555 Madison Avenue. The interim involving many moves, was hectic, for it takes several months to establish a new office location and make it workable. "These New York offices go like wedding cakes," comments George.

So, apparently, do computer services. In the company's 26th Street service bureau at \$135 rental an hour to customers, there is enough business to keep a roomful of IBM computers going steadily. "We're as busy at midnight on Saturday as during the day," says Joe Delario, the trim and beguiling manager of this end of the company's operations. Joe rents machines for as short a time as five or ten minutes. Other C. A. I. contracts are very large-scale and stretch over years.

The picture is bright. Can there be any problems? Yes. "One of the biggest is getting qualified people," says George. Joe agrees. "The business is there and you can get it if you have the equipment and people to service it." They have a highly competent staff of five hundred professional personnel out of their one thousand employees. But they need more trained programmers and these are in short supply. As time goes on C. A. I. will have to train more and more of their own programmers. They feel their company has strong appeal because it offers job variety. A good amount of their services involve consulting and gives a person many types of problems to handle. The reason they need more staff is obvious. Though they have moved fast already they do not intend to stop. "Yes, we'll be adding," George indicates, "through acquisition and the initiation of new branches." George's



John A. DeVries (seated) is president and chairman of the board of Computer Applications Incorporated. Ten years ago he was a recruiter for Curtiss-Wright who came to the Lycoming campus and convinced George Beveridge to become a programmer for C-W.

optimism and spirit are reflected throughout C. A. I.'s management. As company directors, they are executives who meet every month for board sessions that extend long hours into the night and even the West Coast directors attend regularly. They exhibit a verve about their company that belies George's mock dismay at their fading youth. "It sounds much better if you subtract six years for when we started the company. Why, we're old men in our 30's now!"

*His new Georgian style home in Bucks County, Pa. is one of the visible fruits of George's initiative. Another one soon will be a 51st St. restaurant he and Joe Delario plan to open and call the "Tin Lizzie."*





## *New Placement Service for Alumni*

**N**OW every experienced graduate can put his qualifications before employers from coast to coast—with computer speed and at nominal cost."

So says Jack C. Buckle, director of Lycoming's Placement Office, who makes no effort to hide his enthusiasm for a new service his office is making available to Lycoming men and women.

"Not since the advent of the *College Placement Annual* almost ten years ago has such a revolutionary concept come upon the college placement and recruitment scene," Buckle continues. "And it is perhaps no surprise that the College Placement Council, publisher of the *Annual*, is representing us in this new, non-profit program."

Lycoming graduates who have gone through the frustrating business of circulating resumes to employers and then awaiting results can appreciate what the new service—known as the GRAD system—can offer. Employers, for their part, will find it eye-opening to be able to search the qualifications of thousands of candidates in mere seconds—even "converse" with the electronic file until they get exactly what they want. The 21 major search items available to employers are teamed with a thesaurus of oc-

cupational skills so extensive that the Council believes it the most sophisticated means of selection yet devised.

Key to the dramatic new system is the College Placement Council's role as the corporation placement directors and employers formed a decade ago to assist themselves in doing a better job for the student and alumnus. In the CPC, as it is commonly known, over 1,000 colleges and universities together with more than 2,000 employers of the United States and Canada foster cooperation between campus and company through such projects as the GRAD program.

Gone for candidates under the new service are such problems as how to make their qualifications known to a broad spectrum of employers or how to avoid the onerous and time-consuming business of mailing numerous resumes and then awaiting results. Employers, for their part, are finding that experienced college graduates may be located with remarkable selectivity, in record time, and at nominal cost. That the employer is in New Orleans, the placement office in Richmond, and the alumnus in Salt Lake City no longer matters.

In operation, the GRAD system is uncomplicated (the name, by the

way, stemming from "Graduate Resume Accumulation and Distribution"). An alumnus interested in finding new employment communicates directly with the Lycoming placement office. If Mr. Buckle and his staff feel that the GRAD program will be of value to the individual in question, the candidate is given an instruction sheet and four-page resume form. The alumnus has the resume completed and neatly typed since it will be photocopied in its original form for distribution and sends it to the College Placement Council in Bethlehem, Pennsylvania, with a \$10 service fee. You may obtain forms by writing to the Placement Office.

At the data center of the Council, each resume forwarded by an alumnus is analyzed both in terms of present (or most recent) employment and of previous experience. Twenty-one key factors are extracted from the information and entered into an electronic file at a vast computer center some 60 miles from the Council offices in Bethlehem, Pa. The original resume is microfilmed to be retrieved almost immediately upon receipt of an employer order.

All over the country, employers are beginning to call upon the GRAD system to assist their search

for capable executive talent. They have at their disposal the thesaurus of GRAD terms which enables them to establish rapidly the best description of the position open. They may also call upon one or all of the 21 additional descriptors to further refine their search.

Use of the GRAD system is not available to just anyone. Since its designers were aware that misuse of the system for "looking around" or job-hopping would detract from its value to employers, *placement directors must endorse each resume and attest to the fact that the applicant has received a four-year degree or higher.* The resume remains in the active search file for six months. If the alumnus has received a job while resident in the file he may not return to the GRAD system for a full year. Those deleted from the file at the end of six months are advised as to the number of times their resume has been referred. Especially in instances of alumni who have been resident in the electronic file for six months and have attracted no offers, it would appear desirable that they communicate with their placement office, either by mail or in person, for suggestions as to shortcomings which may be affecting their candidacy.

Alumni whose resumes result in their obtaining employment, share with the employer the responsibility of removing the individual's application from the active file. The placement director is then informed by the College Placement Council of the employment which has resulted. No further charges beyond the original \$10 accrue to either the placement office or the individual.

Special provisions have been programmed into the GRAD system whereby the applicant's current employer is blocked electronically from receiving resumes. In a similar precautionary measure, employers may make their electronic search of selector factors in terms of state of residence but not city. Thus the geographical selector does not reveal the present employer accidentally when the applicant is a resident of a "one-industry" town.

Further confidentiality is provided by maintaining only in the CPC data center file the names and addresses of alumni applicants and the identity and addresses of participating employers. All communication with the remote storage file is on an identification number basis, meaningful only to the staff administering the GRAD program.

The key to the effectiveness of the system is one of the most inclusive thesauruses yet to be devised. Because of the College Placement Council's representation of employers as well as colleges and universities, skills banks developed by major manufacturers and business firms were donated to the Council and combined into a source book of thousands of entries. In

Employers not utilizing teletype equipment may conduct their searches through the mails and with the use of a GRAD form which authorizes the Council to make the search in their behalf. Here the employer pays a service charge of \$2 for each search (but is spared the \$10 connection charge levied against the teletype user). Other charges are the same at 50¢ per minute of computer time and \$2 for each resume ordered.

Research data resulting from the operation of the GRAD system will be available to all participating placement offices. Some of the areas of study being considered are concentrations of employer interest in terms of specific qualifications, supply and demand by various classifi-



practice, each resume will be studied first to extract the most inclusive job descriptor. It will then be further assessed to determine 21 additional selector elements. Major items among these include: state of residence, marital status, major fields studied in college and type of degree received, class rank by quintile, present and required salary, area of job interests, geographic preference, language proficiency, and several others of lesser importance. Any combination of these may be used by the employer in making his search.

cations, salary trends, etc. All of these can be computed with ease and maintained on an up-to-date basis. Thus the project not only places opportunities of an unparalleled scope before the alumnus but promises to make his placement office a prime information center for real-time manpower statistics.

Perhaps equally important, higher education will have available and sensitive to its own needs a manpower tool made possible by the latest developments in electronic data processing.

# **campus** news

A recently organized group on campus now bears the name of International Forum. The nucleus of this group is composed of the majority of Lyco's foreign exchange students and several faculty members. Membership is open to everyone interested, especially language majors. This organization's dual purpose is to determine how well the foreign students on campus are being integrated and to discover what kind of an international awareness exists on campus. Not only will the International Forum promote an exchange of ideas, but it will obliterate some of the misconceptions students may have concerning the problems of other countries.



The Lycoming delegation, as a whole, was voted among the five top schools participating in the National Model General Assembly by faculty advisers of the other 104 schools participating. Fifteen students and three faculty advisers from Lycoming attended the Model UN in New York from March 11-13. The other four schools were: Bryn Mawr, Long Island University, Wellesley, and Yale. Two countries, Gabon and Australia, were represented by Lycoming.



The second Woodrow Wilson National Fellowship in the history of Lycoming College was announced to William Flayhart, III, by President Wertz. Dr. Clifford Smith received this high honor as a student here eight years ago. Fourteen-hundred were selected from 11,000 nominations from all over the nation. Bill was first nominated by Mr. Robert Ewing, Dr. Loring Priest, and Mr. Richard Stites to represent Lycoming's History Department. Professor John A. Hanson of Princeton nominated him to represent the Selection Committee for Region Four. This award consists of all expenses for the first year of graduate school at any university in the United States, in addition to a \$2,000 living allowance and a grant to the graduate school in attendance.



A little bit of history returned to jog the memory of Lycoming College last month in the person of Mr. David Pyle. Mr. Pyle was a student at Lycoming over fifty years ago, and he brought with him many interesting and enlightening memories of campus life in his student tenure. Students sat fascinated as he recalled that attendance was compulsory at pre-breakfast chapel sessions every day of the week, and that

students kept a "tower watch" in the west tower of Old Main until 4 a. m. every morning. Mr. Pyle's initial purpose in returning to campus was to exhibit a collection of his works that he has painted in the last ten years. He is a self-taught artist who paints for the sheer enjoyment of expressing himself. The paintings were on display in Burchfield Lounge during the month of March, along with a display of his seedpod birds, another hobby the artist enjoys.



For the second consecutive year the Lycoming Alumni Bulletin received an achievement award for improvement by the Time-Life Education Department. The main points of evaluation were editorial content, photography, and layout of the 1964 and 1965 issues. The contest entrants were members of District II, Middle Atlantic States, of the American Alumni Council. Five other District II Colleges received *Time-Life* awards for their alumni magazines: American University, Cazenovia College, Franklin and Marshall, Rosemont College, and University of Rochester. Cazenovia's and F&M's will be entered from District II in the national competition.



Two recent gifts were presented to the permanent collection of the Art Department: An oil painting, "Fond Memories," by David Pyle of Tarrytown, Md., and a watercolor, "All's Right With the World" by Constance Preston Dimon of Williamsport.



Mr. Maurice L. Grey of Port Matilda has presented to the college a wreath of hair flowers woven by his mother, a student at Dickinson Seminary in 1862 and 1863. The beautiful, multicolored hair flowers were woven from samples of hair contributed by the female members of the class of 1862-63.

An outstanding example of an extinct art form, the wreath of hair flowers held a position of prominence in the Grey homestead for many years. Mr. Grey has donated the wreath to the College in memory of his mother, Fannie Elder Grey. It will be placed eventually in the College's planned historical museum.

*Maurice L. Grey of Port Matilda presents the wreath of hair flowers woven by his mother to H. Lawrence Swartz, director of public relations.*



# faculty m<sub>e</sub>ws

Dr. D. Frederick Wertz, President of Lycoming College, was honored by the Boston University School of Theology. The President was one of five alumni to receive the School of Theology's Distinguished Alumni Awards. The awards were presented at a dinner on the Boston University campus. Other award recipients were: Dr. Lemuel K. Lord, minister of the First Methodist Church, Melrose, Mass.; Bishop Thomas M. Pryor, Episcopcal head of the Chicago Area of the Methodist Church; Dr. Rockwell C. Smith, professor of rural church administration and sociology at Garrett Theological Seminary, Evanston, Ill.; and Carlton R. Young, associate professor of church music, Perkins School of Theology, Dallas, Texas.

The awards are presented to alumni of the Boston University School of Theology who have distinguished themselves through outstanding service in many areas of religious and educational life. Dr. Wendell Yeo, vice-president for student affairs at Boston University, made the presentation. Dr. Wertz's citation read in part: "As pastor and district superintendent, you have been close to the lives of common people and pastors, and as President of Lycoming College since 1955 you have given outstanding leadership in the academic world. Under you the college has grown in facilities, student body, faculty and educational stature . . . 'In civic affairs, you carry a heavy load of duties as well as in numerous educational societies dealing with college administration. For a life devoted with enthusiasm to the cause of Christ in parish and higher education your Alma Mater presents you with its distinguished merits award."

□

Another honor was accorded Dr. Wertz when he was elected new president of the National Association of Methodist Schools and Colleges. He was elected in Philadelphia January 10 at the annual meeting of the association, which also chose as the vice-president, the Rev. Dr. Vance D. Rogers, president of Nebraska Wesleyan University, Lincoln, and re-elected as secretary-treasurer the Rev. Dr. Ralph W. Decker, director, Department of Educational Institutions, General Board of Education, Nashville. Dr. Wertz succeeds the Rev. Dr. William J. Scarborough, president of Baker University, Baldwin, Kansas.

□

Dr. Robert W. Rabold, professor of economics and divisional director of business administration, is teaching a special ten-week economic discussion course for



As newly elected president of the National Association of Methodist Schools and Colleges Dr. D. Frederick Wertz presents a citation to Bishop Fred Pierce Corson of Philadelphia. Bishop Corson was cited for his service as a college president, as president of the General Board of Education, as a bishop, and in other capacities.

the Greater Williamsport Chamber of Commerce. The course material was prepared by the Economic Research Department of the National Chamber. The Williamsport Chamber and Dr. Rabold were selected to field test the course which deals with key economic principles, analysis, and problem solving.

□

Masood Ghaznavi, assistant professor of international relations, represented Lycoming College at the four-day conference of the American Historical Association held in December in San Francisco.

□

Dr. O. Thompson Rhodes, assistant professor of religion and department chairman has been elected president of the West Branch Plan, a social concern organization, for 1966. Dr. Rhodes also recently had published in the winter edition of *Religion in Life* an article entitled "The 'Lovable' and 'Hateful' Self in Pascal's *Pensees*."

□

Logan A. Richmond, associate professor of accounting and department chairman, has been elected to the executive board of the Lycoming County Estate Planning Council for a three-year term.

□

Abdul Hussain, assistant professor of international relations, received his Doctor of Philosophy degree in Geography from the University of Michigan. Mr. Hussain, a native of Baghdad, Iraq, joined Lycoming's faculty last semester. He received his B.A. from Baghdad Higher Teachers College and his M.A. from the University of Chicago.

□

Dean Philip R. Marshall has announced the appointment of eight new faculty, seven of whom will join the college during the summer session. Dr. Edward Kriess joined the faculty this semester as assistant professor of physics. He has a Ph.D. from The Pennsylvania State University. Coming are: Dr. Morton A. Fineman, professor of physics and department chairman—Ph.D. from the Univ. of Pittsburgh; Thomas Henniger, instructor in mathematics—M.A. from the Univ. of Kansas; Miss Hildegard Gensch, assistant professor of German—M.A. from Middleburg College, candidate for Ph.D. at Univ. of Cincinnati; Rodney Grossman, assistant professor of English—M.A. from Kansas State, candidate for Ph.D. at Tulane Univ.; Howard Mancing, instructor in Spanish—candidate for Ph.D. at Univ. of Florida; Rex Martin, assistant professor of philosophy—M.A. and candidate for Ph.D. at Columbia Univ.; Dr. Guy Menthe, associate professor of French—Ph.D. from Yale; David Cowell, assistant professor of political science—M.A. and candidate for Ph.D. at Georgetown Univ.; and H. Dwight Wilson, associate professor of political science—M.A. from Wayne State Univ. and candidate for Ph.D. at Univ. of Michigan.

□

Director of Athletics David Busey has been appointed one of three National Collegiate Athletic Association representatives for a three-year term to the Joint Committee of the N. C. A. A., the American Association of Health, Physical Education and Recreation, and the College Physical Education Association. He has also been elected to the executive council of the Division of Men's Athletics of the A. A. H. P. E. & R.



Dr. Philip R. Marshall, Dean of the College, met with southern New Jersey alumni for dinner and a talk in January. Walter Troutman '50, was chairman of the event, and is shown to the left of the dean as he explains a model of the new campus.



John W. McClurg with intaglio print.

An intaglio print was recently presented to the Art Center by John W. McClurg, instructor in art. Also at the Art Center was an exhibition of Mr. McClurg's recent paintings and drawings. Intaglios are made by carving with a burin and working with acid on a copper plate from which the prints are made. McClurg estimates that he spent a total of 300 hours of work over a six-month period in producing this intaglio.

McClurg has evolved a unique style in his work, which sets him apart from many artists of the time. Much of his work involves "transfer" of color and designs of actual magazine pictures onto his creation by means of gluing and peeling. One of his unusually creative works of art is an antique table, the top of which he has given a coating of white paint and then combined his transfer and drawings techniques to give the illusion of food and table settings actually appearing on the table. McClurg is especially interested in this kind of "functional" art.

McClurg came to Lycoming in 1963 after having earned the bachelor of arts degree in sculpture and the master's degree in painting from the University of Tulsa. His works have been shown in many regional and national exhibitions and have brought him many honors. Among these are the Grand Award in the 1964 Harrisburg Annual Art Show and an award for painting in the 1965 exhibition of Oklahoma Artists.

# class news

’65

*Ida Sue Jackson* left September 4th for Lima, Peru where she will serve as a Peace Corps volunteer. In preparation for her Corps assignment she completed training programs at Yale University in the summer of 1964 and in Ponce, Puerto Rico, during the past summer. Ida will be among 465 Peace Corps volunteers working in urban and rural community development, cooperatives, handicrafts, and university education in Peru.

*Miss Jerry Lee Gay* and *Gary B. Williams* were married November 20<sup>th</sup> in the Mon-toursville Methodist Church. Gary is attending the intern teaching program for college graduates at Temple University.

*Shelby L. Dunlap* is attending the University of the Americas in Mexico City. She previously attended the National University of Mexico. Getting to know Mexico occupies most of Shelby's free time. She is among students being housed in Mexican homes by the university.

*Dorothy M. Hays* and *James M. Maitland* were married December 18 in the First United Presbyterian Church, Bradford, Pa. Dottie will be teaching fourth grade in Webster, N. Y. Jim is employed by Hygienic Conditioning Co. in Rochester.

*James A. Larabee* was awarded the Outstanding Trainee Award for exceptional ability while undergoing eight weeks of basic training at Ft. Dix, N. J. He was selected from among 1000 trainees. This award recognizes a trainee who exhibits exceptional ability in leadership, motivation, and soldierly bearing. Jim enlisted for three years for special assignment under the Graduate Specialist Program. He will enter the Officers Corps either through Officer Candidate School or the direct commissioning program.

*Priscilla J. Whipple* and *James H. Wirt* were married December 26 in the Pine Street Methodist Church. Priscilla is a German teacher in the schools of Mifflinburg. Jim is a management representative for Bethlehem Steel Co.

*Philip R. Pucher* is in the United States Army stationed at Ft. Gordon, Ga. for his basic and advanced individual training. He will then enter the Army Officer Candidate School at Ft. Benning, Ga. for a period of 23 weeks. Upon completion of this school, Phil will be commissioned a Second Lieutenant.

*Richard L. Sassaman* is employed as a Forest Ranger with the Penna. Dept. of

Forests and Waters, Emporium, Pa. Dick was promoted to Air Operations Officer in charge of air tanker operations and helicopter operations during spring and fall fire seasons on the Elk State Forest. His wife, the former Doris E. Gladfelter '63, has served as fire tower operator for the past three fire seasons.

*Gail L. Kleintob* and Donald L. Whitebread were married June 26. Gail had as her bridesmaids, Sharleen Swartz Yarroll and *Mary Anita Peck* '63. She is now a math teacher at the Northwest Area High School, Shickshinny, Pa.

*Patrick M. Griffin* is employed as an internal auditor in the first phase of his financial training program assignment, in Sylvania Electric Products, Inc., Salem, Mass., Internal Auditing Office.

*William H. Berdine* is teaching math and science to mentally retarded students in the 8th and 9th grades in the Special Education Department, Hampstead Jr. High School, Annox. Bill is also enrolled at Coppin State Teachers College, Baltimore, Md. night school, working towards a master's degree in Special Education.

*Donald N. Stover* is in his first year at Goyer Theological Seminary, Chester, Pa. Dariel N. Orefice and *John E. McCallus* were married November 25 in St. Patrick's Roman Catholic Church, Pottsville, Pa. John is an executive trainee with Sears Roebuck Company. They are living in Pottsville.

*Robert W. Edgar* was one of five students of the Theological School, Drew University, who attended the Convocation on Urban Life in America called by the Councils of Bishops of the Methodist Church held at Chicago, Ill. recently. The basis for the lectures and discussions included the challenge of the emerging America.

*Ron Knoebel* is mat coach at Southern Area High, Elysbury, Pa.

*Thomas W. Snee* will enter dental school in the fall of 1966 at the University of Maryland Baltimore school of Dental Surgery. Tom's letter states "the greatest four years of his life were spent at Lycoming College."

*Robert C. Lorence* and *Karen E. Snyder* were married October 9 in the Brush Creek Evangelical Lutheran Church, Irvin, Pa. Best man and ushers were Alpha Sigma Phi fraternity brothers: Ron Knoebel, Mike Westkott and Lee Lazewski '64. Bob is teaching biology and coaching wrestling in the Bensalem Area High School, Cornwells Heights, Pa.

’64      *Marthalie M. Ryan* and *Thomas A. Paternostro* were married November 27 in the Sacred Heart Church, Lewisburg, Pa. Tom is a member of the faculty of the Campbell Central School, Campbell, N. Y.

*Jacqueline K. Hill* and *A/F Lt. Robert W. Berry* were married November 21 in St. Mark's Lutheran Church, Williamsport. They are living at Warren Air Force Base, Wyoming.

## A correction:

*Faith H. Waters* and *Stanley F. Howell* were married on June 26 at the Aldersgate Methodist Church in Baltimore, Maryland. The Reverend Edgar A. Howell, father of the bridegroom, performed the ceremony. They are now living in College Park, Maryland.

*Leslie M. Stuart* and *Henry N. Wein*, II were married September 17. They are living at Warington, Pa.

A daughter, *Joy Ann*, was born February 1st to Mr. and Mrs. *Thomas Campbell* '63. The mother is the former *Ann L. Bly*. They are living in Carlisle, Pa.

*Dariel J. Roesch* and *Richard D. Clancy* were married August 7th. Dariel is teaching at the C. W. Nebinger Elementary School in South Philadelphia and Dick is employed by Strawbridge and Clothier.

*Eleanore G. Kirchhof* has accepted a position as a biologist with the Lederle Laboratories Division of America Cyanamid Company, Pearl River, N. Y. Eleanore is also teaching first grade Sunday School and participating in the Adult Fellowship at All Saint's Episcopal Church, Glen Rock. She is active in sports car activities as a member of the Triumph Sports Car Club of New Jersey, and as a flag and communications official at Sports Car Club of America national and regional races. She often competes in sports car rallies and has won several trophies, one of which was reported in the December issue of *Top Gear Magazine*.

*Judith D. Merk* '65 and *Robert S. Custer* were married January 8th at the Methodist Church, Sidney, N. Y. Lycoming alumni in the wedding included bridal attendant Elenore L. Cole '65, and ushers John J. Dascher '65 and Robert G. Little '63. Ensign Custer has been assigned to duty at Subia Bay, Philippine Islands.

*Laura A. Mitchell* and *The Rev. Fred A. Preuss, Jr.* were married January 25 in the Wesley Seminary Chapel at Washington. Fred is a theology student at Wesley Seminary. He also is pastor of the Mt. Savage (Md.) Methodist Church.

*Walter H. Manning*, Williamsport, has been awarded a fellowship through federal programs at the Pennsylvania State University. Walter, a candidate for the Master's degree, received the fellowship from the United States Office of Education.

*Sharon L. Cahill* and *Michael I. Stuempfle* were married February 19th in the Church of the Ascension. Mike is sales representative for the Susquehanna Paper and Sanitary Supply Corp. They are living in Williamsport.

**Larry H. Sanders** has been graduated with top honors from the Pittsburgh Institute of Mortuary Science and has become a resident trainee in his father's undertaking establishment in Williamsport. He has been elected to Mu Sigma Alpha, honorary fraternity of the National Association of Colleges of Mortuary Science.

**'63**

**Robert E. Ruffner**, Northumberland, Pa. is the Pennsylvania Power and Light Co.'s new-home representative. He recently addressed the Mid-Eastern Electric Space Heating Council in Philadelphia with approximately 15 electric utilities represented.

Sugar cubes, cotton, and rice—are some of the things Loyalty, Pa. students used to show their creative ability after reading the *Odyssey* and *Hie to the Hunters*. Eighth and ninth graders at the junior-senior high school prepared individual projects based on subject material from the works, said Wayne Moffatt, English teacher who guided them. Artful displays created by students in the eighth grade included log cabins, canoes, maps, and other imaginative articles depicting places and events in *Hie to the Hunters*. The ninth graders turned out projects based on Homer's *Odyssey*. These included maps, statues, figures of gods and goddesses, and original stories and poems. A group of girls produced a castle made of sugar cubes and cotton. It was fashioned to a miniature model of the home of Zeus. Some 2,500 sugar cubes were used. Wayne said the projects helped give the students a sense of accomplishment while helping them to remember the stories. Wayne's wife is the former *Loretta Craig*.

**Karen Elizabeth Bertin** and **Benedict J. Mazzullo** were married in St. Boniface Church, Williamsport on November 25. Ben is self-employed.

**Terry L. Ziegler** has been elected 1966 president of Lycoming Child Day Care

Center. Terry who has served as chairman of the board's house committee during the past year, is editor of the Family Section of *Grit*. He also is a vice-president of the Williamsport Community Concert Association.

**Kathryn L. Parkin** and **M. Robert Martini** were married November 20 in the Hiss Methodist Church at Parkville, Maryland. Bob is supervisor of computer operations at the Union Trust Co. of Maryland.

A son was born to Mr. and Mrs. **Edward L. MacGorman** on November 27. They are living in North Plainfield, N. J. The North Plainfield Jaycees have initiated a program of leadership training and parliamentary procedure for members to be taught by Ed.

A daughter, Sherri Ann, was born to Mr. and Mrs. **Jere E. Kerr** on January 20th. The mother is the former **Dorothy A. Corson** '65. They live in Washington, D. C.

**Joyce Smithson Glad** has received her master's degree in librarianship from Emory University and is now employed there as a Catalog-Acquisition Librarian in Russian. Her husband, John, teaches Russian and German at the University of Georgia. They are living in Stone Mountain, Ga.

**Russell B. Redcay** has joined the headquarters sales department of the Cast Optics Corp., Hackensack, N. J.

**Marilyn J. Rutt** and **William R. Sandifer** II were married January 1st. Marilyn is teaching 5th grade in Parmalee School near their home, Evergreen, Colorado. Bill manages the Greystone Lodge.

**'62**

**John E. Good** has taken his oath of office as an attorney and was admitted to practice in Chester County, Pa. John will be associated with the law firm of Fred T. Cadmus III. He is married to the former **Roberta M. Lewis**.

**Linda Jo Rarig** and **Arthur B. Brobst, Jr.** were married October 2 in the Hunting-

ton Mills Methodist Church, Pa. Arthur is employed as assistant cashier of The First National Bank of Mocanaqua.

**William D. Hartman** is pursuing graduate work at Bucknell University under a graduate scholarship. Bill holds a bachelor of divinity from Drew University.

**Rev. C. Earle Cowden**, Bible instructor and acting chaplain of Wyoming Seminary, Kingston, Pa. was guest speaker at the monthly dinner meeting of the Methodist Men's Club. His topic was "Teenager-Tension, Turmoil and Triumph."

**Mary June Miller** and **Vance E. Bricker**, Jr. were married November 20 in the Christ Lutheran Church of Montgomery, Pa. June is a candidate for a master's degree at Shippensburg State College. She is an elementary teacher employed by the West Shore Joint School System. Vance is employed as a shoe department manager by Greenberg's Stores, Inc.

**Luke H. Kauffman** was awarded a master of science in education from Bucknell University, February 8th. Luke lives in Leck Kill, Pa.

**G. Robert Converse** a mathematics teacher at Tamarac Junior-Senior High School, Troy, N. Y. has been awarded a fellowship for 1966-67 at Rutgers University, Brunswick, N. J. Students participating in the academic year institute are degree candidates in the graduate school and financial support is derived from funds granted by the National Science Foundation. At Tamarac, Bob taught modern algebra and intermediate algebra. He introduced wrestling at the school and served as head coach. He also served as assistant football coach.

**'61**

After serving more than six years in a helicopter squadron attached to the carrier *Wasp*, **Russ Thomas** is no longer on active duty. Promoted to the rank of lieutenant in the spring, Russ decided to try civilian flying. He spent three months at the Denver training facility of United Air Lines. Completing that course in December, 1965, Russ has been assigned to fly out of Detroit. The Detroit to Pittsburgh flight is one of his frequent runs. Russ and his family are presently living in Ypsilanti, Michigan.

**Keith R. Hann** has accepted a position as supervisor of data processing with the Northwestern Bell Telephone Co. at Omaha, Nebraska. Keith was discharged from the Air Force January 11th after four years service. He was engaged in data processing work for the Strategic Air Command, Offutt Air Force Base, Omaha. Keith is married to the former Karen L. Hansen.

A son Ian Robert was born December 4th to Mr. and Mrs. **Robert A. Garrett**. Mrs. Garrett is the former **Judith J. O'Connor** '63. They are living in Quarryville, Pa.





Russ Thomas

**Rev. Dennis (Cris) Jacobs** has been installed as assistant minister of the First Presbyterian Church, Matawan, N. J. His responsibilities will primarily be in the field of Christian education and evangelism. He will also conduct a progressive program with youth of the church and community. He is married to the former *Geraldine Ann Pratt*.

**Donald M. Whistler** has been promoted to assistant trust officer at the Harrisburg National Bank and Trust Co., Harrisburg, Pa.

**'60** **Rocco R. Ragano** is presently employed by the Internal Revenue Service as a digital computer programmer. Rocco, his wife and two children live in District Heights, Maryland.

A son, Jonathan Mark, was born December 3 to Mr. and Mrs. **Robert N. Bouser**. Bob graduated from Garrett Theological Seminary in 1964 and is presently pastor of the Beach Haven, Pa. Methodist Church.

**John R. Maiolo** has been awarded his M.A. degree in sociology from The Pennsylvania State University. John is an instructor in sociology at the university and will continue research he has done the last four years on the impact of highway development on social and economic community organization.

**John S. Renn** has completed his internship at Madigan General Hospital, Tacoma, Washington. John is now at Fort Dix, Walson Army Hospital for one year of general surgery and then to Walter Reed for three years of orthopedics residency. John and his wife, the former *Valoria Ann Wright* have a 14-month old daughter, Maurie Grace.

**'59** **Richard H. Lloyd** has been advanced to the position of assistant secretary at the Commonwealth Bank and Trust Co. at

Wellsboro, Pa. His wife is the former *Marilyn Hinkle*.

**Rev. Paul L. Herring** has been named pastor of Dillsburg-Wellsboro, Pa. Methodist charge. Paul and his wife are the parents of a son and daughter.

**Donald E. Shearer** is presently serving as Captain in the U. S. Army at the U. S. A. Dispensary, Ft. Myer, Virginia. He recently completed a four-month tour in the Dominican Republic and received the Expeditionary Medal. Don expects to return to Montoursville, Pa. in July of 1966 to enter General Practice. He and his wife, the former *Kay D. McLaughlin*, have two children.

**Mrs. Lorraine Glidewell Scannella** is teaching art classes in water color and oils on Monday evenings at the Williamsport Young Women's Christian Association for adults.

A daughter, Laura Lynn, arrived January 19th to Mr. and Mrs. Paul A. Capus. Mrs. Capus is the former *Roberta Jean Hale*. They are living in Warminster, Pa.

The service of ordination of **Herbert B. Yeager** into the Christian ministry and installation as the Minister of Christian Education of the United Church in Walpole, Massachusetts took place January 23rd. *Craig Strohbach*, a freshman at Lycoming, participated in this service.

**'58** **Robert E. Bastian** has been appointed editor of *Clean Streams*, the quarterly newsletter of the state sanitary water board. His main duty is to promote Pennsylvania's clean-streams and public-water-supply programs.

**Sara A. Schoch '55** and **William D. Hardin** were married December 27 in the Church of the Annunciation, Williamsport. Sara is employed as a case worker by the Pennsylvania Department of Welfare and Bill is a graduate student at West Virginia University. They live at White Haven.

**'57** **Arlene V. Rhodes** and **Gustave Niles, Jr.** were married in the Corpus Christi Church, New York on November 20. Gus is with the Macmillan Co., publishers, New York. His wife is publicity director of the Columbia University Press.

**Dr. Matthew E. Kelce** has opened offices in Philipsburg, Pa. for the general practice of medicine, surgery and obstetrics. Matthew has purchased a home next to the Philipsburg State General Hospital and converted it into an office.

A second son, *Craig Steven*, was born June 29 to Mr. and Mrs. **Mark T. Fishel '60**. The mother is the former *Jo Ann Spencer*. They live in Mechanicsburg, Pa. **Eugene E. Landon** has been reelected president of Landon Chemical Inc., Mon-

toursville, Pa. His wife is the former *E. Jane Keyte '55*.

**Dr. William Conrad Reuter**, Sunbury has announced his candidacy for the Democratic nomination for Representative in congress in the new 17th District, comprised of Lycoming, Snyder, Union, Northumberland, Montour and most of Dauphin County, including the greater Harrisburg area. In 1953 he was licensed to practice by the Department of Public Instruction, Pennsylvania State Board of Chiropractic Examiners. He is treasurer and a director of the Gold Star Nursing Homes Inc., of Milton.



Dr. William Conrad Reuter

**'56** **Robert D. Metherell** had the unusual experience earlier this month of assisting in giving artificial respiration to a bear whose heart had stopped. Bob and Ronald Truettell, park rangers at Yosemite National Park, Calif. had tranquilized the bear when his heart stopped. Through artificial respiration, the two were able to get it going again. For about 45 minutes, the rangers pumped on the bear's back, like the old-fashioned life-guard manner. Finally the bear rolled over, sat up and then left. Bob is a biologist at Yosemite, but in June he will move to Yellowstone National Park where he will be chief biologist. He has been in the park service for more than 10 years.

**Joan Kofron** and **James E. Kellet** were married October 30 in St. Emydius Roman Catholic Church at Lynwood, California.

A service of installation for **Sister Betty Swinchart** as parish deaconess of St. John's Lutheran Church, Syracuse, New York was conducted January 16. Sister Betty was consecrated as a deaconess September 1, 1957 and for the next three years served as parish deaconess of St. Peter's Lutheran Church, Ottawa, Ont., Canada. In September, 1960 she became parish deaconess in charge of Christian

education and youth at Lutheran Memorial Church, North Syracuse, the Rev. John Sauborn, pastor. She is now serving on the board of parish education of the New York Synod, Lutheran Church in America. For the past two years she has served as chairman of the synodical directors of Christian Education Conference. A reception in honor of Sister Betty was held in the parish house after the installation service.

**’55** *Harold P. Neff* has been named director of environmental health research for Avco's Spencer Division, Williamsport.

**’54** *Joel P. Stern* has joined Miles Lab., Inc. as attorney in the Legal Dept. Joel was a trial attorney with the Federal Trade Commission's Division of Food and Drug Advertising in Washington, D. C. Previously, he was attorney-adviser for the FTC in the Cleveland office of its Bureau of Field Operations. He is a member of the Phi Alpha Delta Law Fraternity, the Federal and American Bar Asso., the John F. Kennedy Lodge, the B'nai Brith and the Anti-Defamation League Committee. Joel and his wife, the former Harriett Banks live in South Bend, Ind.

**’53** *Vernon L. Hevner, Jr.* has been appointed controller of Bro-Dart Industries book operations in Williamsport. He and his wife, Eleanor have two daughters.

**’52** *Mahlon D. Hurlbert, Jr.* has been appointed to the staff of the Baldwin Community Methodist Church in the South Hills of Pittsburgh, Pa.

**’51** A son was born to Mr. and Mrs. F. Donald McKernan on November 2nd. They live in Williamsport.

A daughter was born to Mr. and Mrs. William K. McNulty on January 5th. The mother is the former *Frances E. Tooley*.

**’50** A daughter, Brenda Lee, was born December 13, 1965, to Mr. and Mrs. J. Lee Bower. The mother is the former *Frances Irene Shade*. They live in Milton, Pa.

**’49** *Betsy Hunter Westing* wrote of the arrival of Heather Hunter on November 14. She joins sister Elise and Kathy and brother Steve. Betsy's husband, Tom, is regional manager for TV Guide in Colorado and Wyoming. They live in Littleton, Colorado.

*Richard Snauffer*, Montoursville, Pa., was named deputy income tax officer of the Municipal and School Income Tax Office by the Williamsport Area School Board. Dick has been the city school district delinquent tax collector and administrative assistant for the past nine years.

**’47** *Joan Hetherlin Chaapel* and *Gene F. Gramling* were married in St. Ann's Roman Catholic Church at Faxon, Pa. November 25. Gene is employed in the advertising department of Crit Publishing Co. They live at R. D. 1, Williamsport.

*John G. Hollenback*, chairman of the department of business administration at Lycoming College, recently conducted a series of five two-hour meetings for the retail dealers for Norge appliances and Emerson television and radios in a 15-county area of Pennsylvania. Designed to provide the dealers with practical help in the field of appliance retailing, the program had as its theme "Guide Lines to Profit." The program was deemed highly successful and has been requested again for next year.

*Minnette M. Massey*, associate professor of law at the University of Miami was named one of the outstanding teachers by vote of her colleagues. This recognition of excellence in teaching carries with it a permanent increase of \$1,000 to the yearly salary in addition to the merit increases recommended by deans and department chairmen for the next fiscal year.

**’38** *John B. Willmann* was elected president of the National Association of Real Estate Editors during the convention held in Chicago. John has been Real Estate Editor of the *Washington Post* since 1960. He and his family live in Silver Spring, Md.

**’35** *Dr. John W. Long*, dean of instruction has resigned from the Board of Education at Eastern Arizona College. Dr. Long came to Eastern in 1950 from Western College for Women at Oxford, Ohio where he was assistant professor of history. He was instructor in history and political science at Eastern for 11 years prior to his appointment as dean of instruction in 1961. Outstanding accomplishments achieved during his deanship were the publishing of the 180-page *Self Study Report* for North Central Association on the college which was prepared under his direction, the entry of Eastern into the State Junior College system in which he also played a significant part, and the addition of new curriculums and over 50 new courses approved, many already implemented in the college curriculum. Dr. Long received his elementary, secondary and junior college education at Williamsport Dickinson Seminary and Junior College



*Dr. John W. Long*

where his father Dr. John W. Long, Sr. was college president. He received his Bachelor of Arts degree from Dickinson College and his M.A. and Ph.D. degrees from Duke University. While at Duke, he was honored with membership in Pi Gamma Mu, National Social Science Honor Society. He held scholarships at both Duke and at Dickinson College. In addition to his tenure at Western College for Women, he has taught at Duke University, University of Maryland, and at the Army Air Force Historical Division, Gravelly Point, D. C. During World War II he served with the U. S. Army receiving an honorable discharge in October 1945. He is the author of an article, "The Development of the San Juan Island Water Boundary Controversy" which appeared in the *Pacific Northwest Quarterly*.

**’32** *The Rev. Roy O. Bodtorf*, pastor of the First Methodist Church of Berwick, was elected administrative assistant of Bethany Village Retirement Home near Mechanicsburg at a meeting of the board of directors. He will assist the administrator of the Methodist Homes Corp., Dr. Elvin Clay Myers. He will assume his new duties on July 1, at the close of the conference year. His daughter, Miss Gloria Bodtorf, is a junior at Lycoming

**’30** *Anna Forrest Burfeindt* is now a demonstrator for Tri Chem Liquid Embroidery. She and her husband live in Venice, Fla.

**’24** *Russell and Geraldine Hackenberg Zacharias* travelled widely this fall. They were in Las Vegas and San Francisco, spent a weekend in Wilmington, Del., another weekend at Lycoming College where Russell attended a three day seminar,

then a weekend in Washington, D. C. seeing the sights.

**'09**

*Barta J. Wold*, now living in Austin, Pa. recently had published in the *Potter County Journal* a series of articles entitled "A Nurse Goes to War." They describe her World War I experiences as a registered nurse who signed for overseas duty at a time when it was rare for a woman to serve in the battlefields. The articles are written from notes Miss Wold made during her enlistment.

**'82**

*Miss L. Minnie Hursl* celebrated her 103rd birthday, November 11, at the Snavely Convalescent Home, R. D. 1, Hummeltown, Pa. Our oldest living alumna was visited by her pastor, The Rev. Dr. Sheridan W. Bell, Grace Methodist Church, Harrisburg who is also a member of the College's board of directors.

## DEATHS

1896—*Preston M. Wallis* died at the Asbury Methodist Home, Gaithersburg, Md. 1904—*Dr. Jesse E. Guldin* died March 2 at Rochester, N. Y.

1905—*Arthur Monroe Hall* died January 13 at Williamsport.

1906—*Maxwell D. Shepherd* died.

1907—*Leroy J. Boyce* died August 1965.

1908—*Orville S. Frank* died December 10 at Sinnemahoning, Pa.

1909—*Susan Duke Kelchner* died in January at Jersey Shore, Pa.

1909—*Kathryn Williamson* died on January 29.

1910—*Stanley H. Slear* died March 15 at the Person Nursing Home, Jersey Shore, Pa.

1910—*James E. Taylor*.

1912—*Florence M. Burkholder Hagerman* died November 24, at Pinellas Park, Florida.

1919—*Rev. J. Miles Pheasant* died December 9 at St. Petersburg, Florida.

1921—*Frances I. Sykes* died after a long illness at Endicott, N. Y.

1926—*Oscar N. Farley* died in February at Montgomery, Pa.

1929—*Kathleen Clarkson Casale* died.

1933—*Edward C. Brink* died January 24 at San Angelo, Texas.

1950—*Carl A. Bobst* died March 27 at Williamsport.

1952—*Maj. James M. Gehrig, Jr.* died June 18, 1965 in a plane collision on an Air force mission over the Pacific.

1955—*James M. Gehrig, Sr.* died February 14 in Williamsport. He was the father of *James M. Gehrig, Jr.* '52.

HD—*Bishop Ferdinand Sigg* died October 27 in Europe.

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## The Alumni Bulletin

Volume 19, Number 2

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